

# National Training Programme for New Governors Workbook 2005 Edition

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# Introduction

In November 1999 Estelle Morris announced that what was then the Department for Education and Employment was to launch a national strategy for governor support and training. The first priority became to develop a national induction course for new governors. The aim was to build on existing good practice, providing consistent and coherent information, training and support to all new governors.

This National Training Programme for New Governors was launched in 2001 to help governor trainers in local education authorities and Diocesan Boards ensure that new governors have the information they need to become effective school governors. The DfES is committed to maintaining the Programme and keeping it up to date and this edition incorporates new material to reflect in particular the:

- Education Act 2002
- Children Act 2004
- Five Year Strategy for Children and Learners
- New Relationship with Schools

The aim remains to ensure that governors, irrespective of where they live, should have access to consistent information about their role, their responsibilities and the expectations of them, as well as the way in which they should be working with their headteacher. The Programme is built around the three key roles governors play in helping their schools to raise standards of educational achievement.

## Objectives

The agreed objectives of the Training Programme for new governors are to provide materials which:

- define the key roles and responsibilities of governing bodies in achieving effective schools
- help new governors to become confident and effective
- support a range of teaching and learning styles and modes of delivery
- encourage and enable school based induction
- identify sources of further information and support.

**The intended learning outcomes** are that governors will have increased their understanding of:

- the characteristics of effective schools
- the key roles and responsibilities of governing bodies in improving schools
- the different and complementary roles of governors and headteachers (distinction between governance and management)
- how to be effective on their own governing bodies
- the importance of sound working relationships with all staff, parents, LAs, Diocesan Boards and local communities
- how to access further support and training

## **The skills and attributes to be developed through participation in the Programme are:**

- self-confidence
- enthusiasm
- commitment
- analysis and evaluation of information
- communication with stakeholders
- effective time management
- teamworking
- problem solving
- managing own learning.

## **The complete programme is made up of four elements:**

- Toolkit for Trainers and VHS video
- independent study materials – Workbook and Video
- guidance for chairs of governors and headteachers on school-based induction
- NGC Trigger Pack for New Governors, reissued in 2004

The multimedia approach adopted by the programme provides trainers with a range of resources to deliver the key messages. It also supports independent study by individuals and whole governing bodies. The programme is delivered mainly through face-to-face training sessions, led by trainers. But to provide greater flexibility for governors, this workbook includes the face-to-face training's substantive presentational content and independent-study versions of the activities.

## **Ways of using this workbook**

Local authority trainers, and governors, may choose to use this workbook in a variety of ways:

- to supplement a reduced face-to-face programme – governors unable to attend a three-session course could use the workbook to cover the material that they miss
- as an alternative to face-to-face training – governors can if necessary complete the programme entirely through the workbook
- as a follow-up to face-to-face training – governors who have already been through the programme can use it to reinforce their learning, for example working through activities which they did not do in the face-to-face sessions.

The recommendation is that wherever possible governors should use this workbook with some input from trainers and contact with other governors. This face-to-face contact is important for motivation and support, learning from a wider range of experience, and making educational contacts in their local area. But since governors may be studying this workbook on its own, it has been written so as to be completely self-explanatory.

LA governor trainers may be able to offer support to governors studying independently and will be able to advise on other complementary training opportunities. Governors are therefore encouraged to complete the registration form at the end of the book and return it to their LA. Governors studying on their own may use this workbook in conjunction with the videotape which contains the drama sequences on which some of the activities are based. However, it is not necessary to choose the drama activities in order to complete the programme.

## How to use this workbook: guidance for governors

This workbook is part of the National Training Programme for new governors. It is based on the face-to-face training course.

### Objectives of the workbook

After studying this workbook, you should have increased your understanding of:

- the characteristics of effective schools
- the key roles and responsibilities of governing bodies in improving schools
- the different and complementary roles of governors and headteachers
- how to be effective on your own governing body
- the importance of sound working relationships with all staff, parents, LAs, Diocesan Boards and local communities
- how to access further support and training.

### Structure of the workbook

Like the face-to-face training, this workbook is divided into three modules, corresponding to the three key roles of governors:

- Module 1: The strategic role of governors
- Module 2: The critical friend
- Module 3: Ensuring accountability.

In practice, these roles are interwoven. However, each has distinctive features, and so each module focuses on issues relating mainly but not exclusively to one of the three roles:

<b>Role</b>	<b>School improvement</b>	<b>Governing body responsibilities</b>	<b>Working together-governing body and headteacher</b>
<b>Strategic Module 1</b>	<ul style="list-style-type: none"><li>• Deciding the strategic direction of the school</li></ul>	<ul style="list-style-type: none"><li>• Purpose, powers and duties of governing bodies</li></ul>	<ul style="list-style-type: none"><li>• Values, vision and aims</li><li>• Target setting</li><li>• Planning</li></ul>
<b>Critical friend Module 2</b>	<ul style="list-style-type: none"><li>• The self-evaluating school</li></ul>	<ul style="list-style-type: none"><li>• Building good working relationships</li><li>• Challenging and supporting leadership team</li><li>• Understanding data</li><li>• Visits to school</li><li>• Effective meetings</li></ul>	<ul style="list-style-type: none"><li>• Monitoring and evaluating school performance - Self evaluation form</li><li>• delegation</li></ul>
<b>Accountability Module 3</b>	<ul style="list-style-type: none"><li>• Reporting on progress</li></ul>	<ul style="list-style-type: none"><li>• Ensuring all key stakeholders have a voice</li></ul>	<ul style="list-style-type: none"><li>• Head's report to governing body</li><li>• Inspection</li><li>• School profile</li><li>• Prospectus</li></ul>

## **Completing the course**

Ideally you will be studying this induction course within your first six months in office and after having attended at least one governors' meeting.

Although it is possible for you to complete the course entirely on your own with this workbook, hopefully you'll be using it with some input from a local authority trainer and contact with other governors. You'll get much more out of it with personal support, as well as learning from a wider range of experience and making educational contacts in your local area. If you've received this Workbook directly from the DfES, we strongly suggest that you complete the registration form at the end of the book and return it to your LA. Even if you're studying this workbook entirely on your own, we hope you'll discuss it with your colleagues on the governing body, and use them to extend and deepen your understanding.

This workbook contains several different kinds of material.

### **Presentational material**

This outlines the factual knowledge which you ought to have, as a new governor, and it is the equivalent of the trainer's presentations in the face-to-face sessions. It includes all of the handouts from the face-to-face training. You aren't expected to learn and memorise every word on these handouts; you can skim them for their main points and use them for reference.

### **Activities**

These help you apply your knowledge to your own situation or the sorts of situation which might arise in practice. They correspond to some of the group activities in the face-to-face training. In most cases, there are two options for each activity, one of which is video-based; we suggest you choose the one most relevant to your needs and circumstances. (Exceptionally, there's only one option for the first activity, and there is no video option for the sixth activity.)

### **Feedback**

Each activity option is followed by feedback, which takes the role of a trainer's debriefing. Obviously, to get the most out of this workbook, you should try the activities for yourself before looking at the feedback. But after you have completed your chosen activity option, you may want to read through the other option and feedback, without working them through.

### **Videotape**

The independent study materials for the programme include a videotape which you can use in conjunction with this workbook. The videotape contains short drama sequences, which are the basis of five activities. However, you don't need the videotape to complete the course; just choose other activity options.

### **Other things you'll need**

You should have your copy of 'A Guide to the Law for School Governors' to hand while studying this workbook. In addition, you may find it useful to have some of the publications listed in the following bibliography. Your school may be able to provide them or you may be able to order them from the relevant organisation or download them. An order form for DfES publications is included on page 109.

## Bibliography and websites

A New Relationship with Schools: Next Steps. DfES-1288-2005DOC-EN  
[www.publications.teachernet.gov.uk](http://www.publications.teachernet.gov.uk)

A New Relationship with Schools: Improving Performance through School Self-Evaluation.  
DfES-1290-2005DOC-EN [www.publications.teachernet.gov.uk](http://www.publications.teachernet.gov.uk)

Every Child Matters. DfES  
Every Child Matters. The Next Steps. DfES  
Every Child Matters. Change for Children in Schools. DfES  
<http://www.everychildmatters.gov.uk/>

Extended schools: Access to opportunities and services for all. A prospectus.  
Ref: 1408-2005 –DOC-EN can be downloaded from: <http://publications.teachernet.gov.uk/>  
Hard copies are available by phoning 0845 60 222 60

Five Year Strategy for Children and Learners. DfES.  
[www.dfes.gov.uk/publications/5yearstrategy](http://www.dfes.gov.uk/publications/5yearstrategy)

Governing the School of the Future. DfES/0786/2004

Guide to the Law for School Governors. DfES [www.governornet.gov.uk](http://www.governornet.gov.uk)

National Remodelling Team. Guidance documents for governors, examples of good practice.  
<http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/>

Roles of Governing Bodies and Headteachers. DfES [www.governornet.gov.uk](http://www.governornet.gov.uk) (NB An updated version of the Decision Planner is due out in autumn 2005).

Safeguarding Children in Education. DfES/0027/2004

Teachernet: [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

Trigger Pack for New Governors. 2004 edition. [www.ngc.org.uk](http://www.ngc.org.uk)

Working Together. Giving Children and Young People a Say. DfES/0134/2004



## **Module 1**

### **The Strategic Role of Governors**

#### **What's in this module?**

A governing body should play a strategic role – in contrast to the headteacher and staff, who are responsible for implementing plans and policies established by the governing body. Understanding what this means is probably the most important thing to learn about being a governor.

In this module you'll look at how this strategic role is expressed in the powers and duties of governing bodies, and their specific responsibilities for standards, the curriculum, policies, finance, staffing, discipline and follow-up to Ofsted inspection. You'll also look at school improvement planning, and how the various stakeholders can be involved.

#### **Objectives**

After completing this module, you should be better able to:

- explain the main purpose of governing bodies
- differentiate the three key roles of governors
- identify the key elements of the strategic role
- define the powers and duties of governing bodies
- explain the significance of planning and target setting
- relate the characteristics of effective schools to the strategic role of governors.

#### **Planning your study**

If you follow our recommendation to do Activity 1 and one of the options for Activity 2, working through this module should take you about two hours.

For Activity 1, you should have your copy of the 'A Guide to the Law for School Governors'. For Activity 2B, if you choose that option, you will need the videotape which is part of this programme.

In addition, you may find it useful to have a list of members of your governing body, the attainment targets for your LA and your school, and any guidance your LA issues on producing a School Improvement Plan.

#### **The governing body, as a public body**

Who, apart from yourself, is on your governing body? In what capacity are they there?

#### **Handout 1**

Look at Handout 1 'Types of governor', which should help you place everybody.

You are all there in different capacities, for different reasons, with different views on the school. But as a governing body, you have a corporate existence and a corporate responsibility.

This has several consequences. For one thing, authority rests with the whole governing body – not with any one person, such as the chair or the clerk. When they act on their own, they are doing so only on the authority of the whole body, and only in so far as they are authorised to

act. (When decisions have to be made urgently, the chair can act, but is required to inform the whole governing body at the earliest opportunity.)

Another consequence is that collective responsibility should be taken for the outcomes of your decisions – even if you personally did not agree with them.

A third consequence is that how individual governors vote is confidential. The decisions of the whole governing body are public but the views of individual governors are private and personal.

## **Handout 2**

The powers of a governing body depend on the category of the school. Look at Handout 2 'Categories of school'. It's important that you know which category your school is in, and that you have the appropriate version of 'A Guide to the Law for School Governors'. When the new edition is published in Spring 2006 there will be just one version with relevant text applicable to each category of school.

## **Handout 3**

Finally, as a public body, there are certain ethical standards which the governing body of a school is expected to meet. Look at Handout 3 'The Seven Principles of Public Life'. These were formulated by the Nolan Committee in 1996, for the public sector in general, but they are very relevant to governors and are often mentioned in publications about governance.

## Module 1 Handout 1

### Types of governor

The number of governors in each school is set out in the school's Instrument of Government.

Schools are free to select a model of between 9 and 20 governors within a framework of guiding principles, which impact differently on the various categories of school. These figures exclude any sponsor governors or additional foundation governors (up to 2) appointed to preserve the Foundation's majority.

The composition of a governing body should reflect a wide range of groups from the community.

- **Parent governors** are elected to be representative of the parent body. They should keep in touch with those who elected them but make up their own minds on how to vote on any specific issue. No one who works in the school for more than 500 hours in any 12 month period commencing 1 August and finishing 31 July is eligible for appointment or election as a parent governor. Similarly, elected members of the Local Authority are disqualified.
- **Staff governors** include the head (who must be counted in the staff governor category whether or not he has resigned his governorship), teaching and non-teaching staff. With the exception of the headteacher, staff governors are elected and should communicate with those who elected them. All staff governors should make up their own minds on how to vote on any specific issue.
- **Local Education Authority (LEA) governors** are appointed by the Local Authority that maintains the school. Positions can be filled to reflect the local political balance, but this is not obligatory. As with all other governors they should be appointed with a view to their commitment to raising standards. They should keep in touch with those who appoint them but should vote according to the best interests of the school. No one who is eligible to be a staff governor can be appointed as an LEA governor.
- **Foundation governors** are normally appointed by either the Diocese or the local church, or by some other foundation body.
- **Community governors** replace the co-opted category and should be living or working in the community served by the school, or committed to the good government and success of the school. They are invited to join the governing body and are entitled to vote when new community governors are being considered. Community special schools and foundation special schools should appoint community governors from either one or more primary care trusts or National Health Service trusts, whichever the school is most closely associated with. Anyone eligible to be a staff governor is disqualified from being a community governor, as are pupils and elected members of the Local Authority. VA schools do not have community governors.

- **Partnership governors.** In the case of a foundation school which has no foundation or equivalent body, the foundation governors are replaced by partnership governors. The governing body appoints them after seeking nominations from parents and others in the community it considers appropriate. These could include members of staff, community associations and other local bodies. No one who is a parent of a pupil at the school, or is a registered pupil is eligible for appointment. Anyone eligible to be a staff governor, elected members of the Local Authority and anyone employed by the LA in connection with education services is also disqualified.
- One or two **Sponsor governors** can be appointed by the governing body in recognition of their provision of substantial financial assistance or services to the school.
- **Associate members** can be appointed by the governing body to serve on one or more governing body committees, and attend full governing body meetings. They are not governors, but the governing body may assign some voting rights in the committees to which they are appointed. The range of issues on which they can vote is defined in Regulations.

Circular No: 15/98 New Framework Governing Bodies, DfEE.

## **Module 1 Handout 2**

### **Categories of school**

Schools use various descriptors, e.g. infants, junior, primary, secondary, but the governing body's powers are more affected by the school's category.

There are three categories of LA maintained schools – Community, Foundation and Voluntary. Voluntary schools may be Aided or Controlled. There are many similarities between the responsibilities of the governing bodies in different categories of school; for example all are eligible to receive a delegated budget. The main differences are set out below.

#### **Community schools**

LAs own the land and buildings and retain legal responsibility for staffing. In practice governing bodies exercise those functions under delegation.

#### **Foundation schools**

Own their land and buildings and are the direct employers of staff.

#### **Voluntary Controlled schools**

Established by a voluntary body, usually the church. Collective worship in these schools is in accordance with the Trust Deed. In appointing a headteacher, the governors may appoint someone who is able to preserve and develop the religious character of the school.

#### **Voluntary Aided schools**

Established by a voluntary body, usually the church, and consequently generally have a religious character. The governing body is responsible for the religious education and worship policy, and foundation governors are in a majority. Trustees own the land and buildings, and the governing body is the legal employer of staff. It is also responsible for 10% of the cost of capital and external maintenance works, and for the admissions policy.

**Currently there is a different version of the Guide to the Law for school for Governors for each category of school. When the new edition is published in 2006 there will be only one version which will include text applicable to each category of school.**

## **Module 1. Handout 3**

### **The Seven Principles of Public Life**

#### **Selflessness**

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

#### **Integrity**

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

#### **Objectivity**

In carrying out public business, including making public appointments, awarding contracts or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

#### **Accountability**

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

#### **Openness**

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.

#### **Honesty**

Holders of public office have a duty to declare any public interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

#### **Leadership**

Holders of public office should promote and support these principles by leadership and example.

from the 'Second Report of the Committee on Standards in Public Life', The Nolan Committee, 1996

## The purpose, roles and responsibilities of governing bodies

*The role of the governing body has changed beyond recognition over the past twenty years. With the introduction of local management of schools and further reforms, governing bodies have become the strategic leaders of schools. They are rightly responsible and accountable in law and in practice for major decisions about the school and its future. Governing bodies are equal partners in leadership with the headteacher and senior management team. We want to see them taking a full part in driving the improvement and culture of the school'.*

*DfES: Governing the School of the Future. 2004*

The concept of shared strategic leadership is important. It would be useful to find out about strategic decisions your governing body has made. These might include helping to decide the values, vision and aims for the school; deciding the overall staffing structure; selecting the headteacher or other senior members of staff.

**The key purpose of governing bodies** is to help schools provide the best possible education for pupils. They do this by:

- *setting the school's **values**, vision and strategic aims, agreeing plans and policies, and making creative use of resources*
- *monitoring and evaluating performance, acting as a critical friend to the headteacher to support and challenge them in managing the school*
- *ensuring that the school is accountable to the children and parents it serves, to its local community, to those who fund and maintain it, as well as to the staff it employs*

*DfES: Governing the School of the Future. 2004 (edited)*

### Handout 4

Look at Handout 4 'Governing bodies working strategically', which spells that out in more detail. Notice the use of words like *values*, *vision*, *planning*, and *policy framework*; the governing body's contribution lies in ensuring systems are in place, not day-to-day management.

Contrast that with the role of the headteacher:

*The headteacher is responsible for:*

- *the internal organisation, management and control of the school*
- *formulating aims and objectives, policies and targets for the governing body to consider adopting*
- *advising on and implementing the governing body's strategic framework.*
- *giving governors the information they need to help the school raise its standards*
- *reporting on progress at least once every school year.*

*'Roles of Governing Bodies and Headteachers', DfEE, August 2000*

## Module 1 Handout 4

### Governing bodies working strategically:

- focus on raising standards of achievement, establishing high expectations and promoting effective teaching and learning, so that pupils achieve to their potential.
- decide what they want the school to achieve (the vision), and make plans to get there.
- ensure that all those who have an interest in the success of the school contribute when the values, vision and aims are being agreed.
- help to set and keep under review the policies that provide a broad framework within which the headteacher and staff should run the school.
- support the school in implementing its self-evaluation strategy and ensure that weaknesses identified are addressed in the school improvement plan.
- ensure the effective and efficient use of all resources to achieve the school's priorities and secure value for money.
- ensure that there are systems in place to check that progress is being made towards targets and that evidence is gathered.
- use that evidence to review overall progress against targets, to see whether policies and practice are effective, and to check on their school's achievements and progress over time and in comparison with similar schools.
- manage their workload so that their agenda/work schedule is consistent with the school's.
- take advice on all of this from the head before making their own decisions.

Based on 'Roles of Governing Bodies and Headteachers', DfEE

**One of the challenges in all of this is keeping up to date with the national and local agenda. At the time of writing, Autumn 2005, a key influence in the Every Child Matters agenda, flowing from the Children Act.**

Schools and local authorities will be judged on how well they achieve the five intended outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing



## Powers and duties of governing bodies

That strategic working of governing bodies translates into some quite specific powers and duties. Here is a list of some of the most important areas in which governors have to be active, based on 'A Guide to the Law for School Governors'.

- **Standards** – ensuring a strategic and systematic approach to promoting high standards of educational achievement.
- **Targets** – setting appropriate targets for pupil achievement at Key Stages 2, 3 and 4.
- **Curriculum** – ensuring that the curriculum is balanced and broadly based, and that the National Curriculum, and religious education are taught. (Plus, in secondary schools, sex and relationships education).
- **Reporting results** – reporting on assessments and examination results.
- **Policies** – deciding how, in broad strategic terms the school should be run.
- **Finance** – determining how to spend the budget allocated to the school.
- **Staffing** – deciding the number of staff, the pay policy and making decisions on staff pay.
- **Appointments** – appointing the head and deputy headteacher, leading on appointments to the leadership group, and determining how other appointments will be made
- **Discipline** – agreeing procedures for staff conduct and discipline.
- **Performance management** – establishing the policy following consultation with staff, and reviewing annually
- **Special educational needs** – managing governor duties
- **Inspection** – validating the Self Evaluation form (SEF)

In addition, in Voluntary Aided schools, governors are responsible for religious education, collective worship, admissions, premises and the employment of staff (as you saw in Handout 2).

That's quite a formidable list. It may be comforting to know that there are very few decisions that a governing body would have to make without the advice of the headteacher.

Let's look at some of those areas in more detail.

## Activity 1A Check your knowledge of powers and duties

Following this page are eight handouts (5–12), relating to governors' powers and duties on Targets, Curriculum, Policies, Finance, and Staffing. Below are 21 statements about governors' powers and duties in the same areas.

Work through the statements, marking each one of them True or False. You can find most of the answers in the handouts, but it would be useful to become familiar with the source – A Guide to the Law for School Governors. Relevant chapters are noted by each heading. When you've marked each statement, turn over to the next page and check your answers.

	<b>Policies</b>	<b>True</b>	<b>False</b>
1.	Headteachers are responsible for deciding the policies for the school.		
2.	All schools must provide sex education.		
3.	Policies should be reviewed at regular intervals to ensure they are still relevant.		
4.	All schools must have a race equality policy.		
5.	Schools should develop policies without reference to any other organisation.		
	<b>Finance</b>		
6.	The chair can approve the budget.		
7.	The budget for a school is mainly driven by the number of pupils in the school.		
8.	Two schools with the same number of pupils will receive the same budget.		
9.	Governors should rely on headteachers to achieve value for money.		
10.	The governing body is responsible for the sound management of all monies generated by a school.		
	<b>Personnel</b>		
11.	The governing body decides the number of staff in a school.		
12.	The full governing body should lead on the selection of staff in the leadership team		
13.	Governors must be involved in the appointment of all staff.		
14.	Governing bodies do not have to make reasonable arrangements to support the employment of a disabled person.		
15.	The whole governing body must set objectives for the headteacher, as part of their responsibilities for performance management.		
16.	No member of staff can be dismissed unless the whole governing body agrees.		
	<b>Targets and curriculum</b>		
17.	The governing body must set and publish targets for pupils' performance in national tests at Key Stages 1, 2, 3 and 4.		
18.	There is no need to publish results if 15 or fewer pupils took the national tests.		
19.	All children must be assessed at the end of the reception year, using the Foundation Stage Profile.		
20.	Governing bodies must establish a curriculum policy.		
21.	Citizenship education is compulsory in all schools.		

## Activity 1A Feedback

### Powers and duties of governing bodies

	Policies	True	False
1.	Headteachers are responsible for deciding the policies for the school.		✓
2.	All schools must provide sex education. Primary schools must consider whether or not to provide. Secondary schools must provide.		✓
3.	Policies should be reviewed at regular intervals to ensure they are still relevant.	✓	
4.	All schools must have a race equality policy.	✓	
5.	Schools should develop policies without reference to any other organisation.		✓
	<b>Finance</b>		
6.	The chair can approve the budget.		✓
7.	The budget for a school is mainly driven by the number of pupils in the school.	✓	
8.	Two schools with the same number of pupils will receive the same budget. False. The age profile is highly unlikely to be identical in two schools and other factors within the formula will vary from school to school.		✓
9.	Governors should rely on headteachers to achieve value for money.		✓
10.	The governing body is responsible for the sound management of all monies generated by a school.	✓	
	<b>Personnel</b>		
11.	The governing body decides the number of staff in a school.	✓	
12.	The full governing body should lead on the selection of staff in the leadership team	✓	
13.	Governors must be involved in the appointment of all staff.		✓
14.	Governing bodies do not have to make reasonable arrangements to support the employment of a disabled person. False. For prospective employees they must consider whether a reasonable adjustment could be made that would enable that person, if appointed, to work at the school.		✓
15.	The whole governing body must set objectives for the headteacher, as part of their responsibilities for performance management. False. Two or three governors should be appointed to do this.		✓
16.	No member of staff can be dismissed unless the whole governing body agrees. False. The headteacher would make the initial decision to dismiss, a committee of governors would hear any appeal. In a VA school a foundation governor would be involved with headteacher in making the initial decision.		✓

	<b>Targets and curriculum</b>	True	False
17.	-The governing body must set and publish targets for pupils' performance in national tests at Key Stages 1, 2, 3 and 4. False. Targets have to be set and published for Key Stages 2, 3 and 4.		✓
18.	There is no need to publish results if 15 or fewer pupils took the national tests. False. Only if 10 or less took the tests.		✓
19.	All children must be assessed at the end of the reception year, using the Foundation Stage Profile.	✓	
20.	Governing bodies must establish a curriculum policy.	✓	
21.	Citizenship education is compulsory in all schools. False. Primary schools are free to choose. Secondary schools must provide and it will be assessed.		✓

## Module 1 Handout 5

### Statutory testing, assessment and target setting

Pupil age	School year	Key Stage	Expected level of achievement	Tests/GCSE
4–5	Reception	Foundation		Foundation stage profile
5–6 6–7	Year 1 Year 2	Key Stage 1	Level 1 Level 2	National Curriculum Tests
7–8 8–9 9–10 10–11	Year 3 Year 4 Year 5 Year 6	Key Stage 2	Level 3  Level 4	National Curriculum
11–12 12–13 13–14	Year 7 Year 8 Year 9	Key Stage 3	Levels 5–8	National Curriculum
14–15 15–16	Year 10 Year 11	Key Stage 4	Grades E–C B A A*	GCSE (GNVQ)

'Trigger Pack for New Governors', NGC

The Foundation Stage covers 3-5 year olds. Children of this age can be in a variety of settings: reception class in a school (4-5 year olds only), nursery classes attached to a school, nursery schools or even private nurseries where an LA pays the private provider for child places.

The Foundation Stage Profile is a teacher-observation-based assessment of children at the end of the Foundation Stage when most children are five or rising five. It has to be carried out in all government-funded early years' settings.

The expected levels in Key Stages 1-4 are an indicator. Children may progress at a greater or lesser rate depending on a number of factors including their ability.

## Module 1 Handout 6

### Targets

Targets and results must be published unless ten or fewer children were in the relevant group when the targets were set. Targets must be set by December 31 each year for performance five terms later e.g. in December 2005 for the end of the 2006-2007 academic year.

**In primary schools** the targets are for the percentage of pupils who, by the end of Key Stage 2, will achieve Level 4 or above in the National curriculum tests in English and maths.

**In secondary schools** the targets are for the percentage of children who, at the end of Key Stage 3, will achieve:

- Level 5 or above in English, mathematics, science and ICT

At the end of Key Stage 4 will achieve: Grades A\*-C in five or more subjects in GCSE examinations and approved qualifications

- The average points score for the school to be achieved by those children.
- 

### The Government's learning targets for 2006 - 2008

#### For pupils at Key Stage 2

For at least 85% of 11 year olds to achieve Level 4+ in literacy and mathematics by 2006, with this level of performance sustained to 2008; and

To reduce by 40% the proportion of schools where fewer than 65% of pupils achieve Level 4+ in English and fewer than 65% achieve Level 4+ in mathematics by 2008.

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#### For pupils at the end of Key Stage 3

- 85% will achieve Level 5+ in English, mathematics and ICT, with 80% achieving Level 5 in science, with this level of performance sustained to 2008.

#### By 2008

- In all schools at least 50% of pupils achieve Level 5 or above in each of English, mathematics and science
- 

#### For pupils at the end of Key Stage 4

- 60% of pupils to achieve five or more A\*-C GCSEs or equivalent by 2008
  - In all schools at least 25% will achieve five or more A\*-C GCSEs or equivalent by 2006 and 30% by 2008.
-

## Module 1 Handout 7

### The National Curriculum

Subjects and when they apply are set out in the chart below. It also shows how the curriculum is organised into four key stages, and the age pupils will usually be during these key stages.

	Key Stage 1	KeyStage2	Key Stage 3	Key Stage 4
Age	6-7	8-11	12-14	15-16
Year groups	1-2	3-6	7-9	10-11
English	•	•	•	•
Mathematics	•	•	•	•
Science	•	•	•	•
Design and Technology	•	•	•	
Information & Communication Technology	•	•	•	•
History	•	•	•	
Geography	•	•	•	
Modern Foreign Languages			•	
Art and Design	•	•	•	
Music	•	•	•	
Physical Education	•	•	•	•
Citizenship			•	•

- **The Foundation Stage** is for children aged 3 to the end of Reception Year. Early Learning Goals provide a framework for organising and planning the curriculum. They are not a curriculum in themselves.
- **RE** is not part of the NC, its content is defined locally. Governors and headteachers have joint responsibility for ensuring that it is provided.
- **PSHE** Personal, Social and Health Education. Many schools include this in their curriculum. Spiritual and moral aspects would be particularly important in church schools.

- **Sex and relationships education.** Primary schools must consider whether or not to provide. Secondary schools must provide.
- In respect of **KS4**, a new category of entitlement curriculum areas which comprise the arts, design and technology, the humanities and modern foreign languages was introduced in September 2004. This means that schools must make these areas of the curriculum available to all students who wish to study courses in them.

**From the 2004/05 academic year, the Key Stage 4 statutory requirements are:**

- a small core of compulsory subjects: English , mathematics, science, ICT, citizenship, physical education and religious education;
- compulsory areas of learning: careers education, sex education and work-related learning;
- entitlement areas: the arts, design and technology, the humanities, and modern foreign languages

**The major changes are:**

- the creation of entitlement areas that schools must provide if students wish to take courses in them;
- work-related learning as a new requirement for all;
- a smaller, updated programme of study for science;
- physical education with a greater focus on physical fitness, health and well-being.



## **Module 1 Handout 8 Finding out about the curriculum**

### **Through documents:**

- Curriculum policy
- School Development Plan or School Improvement Plan
- Prospectus
- School profile
- Ofsted report (if available)
- internal and external (advisers) monitoring documents

### **And/or**

- holding governors' meetings in classrooms in rotation, so that teachers can set out samples of the children's work (in addition to wall displays)
- planned visits to the classroom
- including, as a standing item for all governing body meetings – feedback from governors' school/classroom visits
- establish a Curriculum Committee
- observing a subject being taught in different year groups in order to understand progression and continuity
- linking a governor to a class and following it through school years
- attending workshops for parents or governors on specific subjects
- reviewing curriculum policies against practice – identifying gaps and contradictions 'shadowing' a curriculum co-ordinator
- participating in decision-making regarding options at Key Stage 4 and the sixth-form curriculum
- attending staff/governor social events based on a curriculum area or theme
- accompanying school trips

From the Wiltshire and Swindon Distance Learning Pack for New Governors

### **Questions to ask**

- How is the National Curriculum covered? Which subjects are taught?
- What proportion of time is spent on the various subjects?
- What extra-curricular activities are offered?
- Who is responsible for curriculum planning, monitoring and evaluation?
- Is there a whole-school curriculum policy or statement?
- How was it drawn up?
- When was it last reviewed?
- What is the governing body's policy on sex and relationships education?
- How does the school provide for children with special educational needs?
- What are the arrangements for Religious Education?
- How are resources allocated between different areas?
- What do parents, pupils and staff think about the curriculum?
- What targets have the governing body set for pupil achievement in National Curriculum subjects and in other aspects of their development?
- Are standards of attainment broadly similar or different across all subjects?

Adapted from NAGM (now NASG) Paper No. 32 'The New Governor'

## Module 1 Handout 9

### Teaching and learning in nursery schools: the role of governors

#### The Foundation Stage

Since September 2000, the educational period for children aged from 3 to the end of the Reception year has been called the Foundation Stage. It includes children in nursery schools, reception classes in primary schools, and pre-school settings such as pre-school playgroups.

The National Curriculum has been extended into Foundation Stage settings, and Ofsted's combined inspections now emphasize the importance of monitoring and assessing 14 national standards and **six areas of learning**. These are:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

**Early learning goals (ELG)** describe what most children are expected to achieve in each area of learning by the end of the Foundation Stage. *The Curriculum Guidance for the Foundation Stage* produced by the Government helps teachers and their colleagues to plan an appropriate curriculum for young children. Within each ELG there are **Stepping Stones**, or stages of development through which children will progress to achieve an ELG. They are not age-related, and a child will not necessarily be on the same colour stepping stone for all areas of learning.

*Curriculum Guidance for the Foundation Stage* identifies the following Principles for Early Years Education:

- effective education requires both a relevant curriculum and practitioners who understand and are able to implement it
- it requires practitioners who understand that children develop rapidly during the early years
- all children should feel included, secure and valued
- practitioners should build on what children already know and can do
- no child should be excluded or disadvantaged
- parents and practitioners should work together
- an early years curriculum should be carefully structured
- there should be a balance between adult-directed and child-initiated activities
- practitioners must be able to observe and respond appropriately to children
- well-planned, purposeful activity and appropriate intervention will engage children in the learning process
- the learning environment should be well-planned and well-organised
- effective learning and development requires high-quality care and education by practitioners.

## What should governors do?

All schools are required to have a curriculum policy, and governors, as part of their **strategic role**, should contribute when the policy is being produced, and formally establish it. This policy should reflect the agreed values for the school: for example, that there should be high expectations, that learning should be an enjoyable process, that children should be encouraged to become independent learners. The policy should indicate how teaching and learning is to be organised to ensure that children have a rich and stimulating experience and do as well as they possibly can whilst in the school. Governors should also play a part in the development of the School Improvement Plan which will identify a number of strategic priorities, including curriculum development, and their resource implications.

**In their critical friend role**, governors will need to know that the headteacher has systems in place to ensure that what has been agreed is actually happening. They might even be able to spend time in the nursery during the school day, gathering information on behalf of the whole governing body. For this to be a productive experience, it's important that staff and governors agree how such visits should be organised.

**To ensure accountability**, governors will receive regular reports on how children and teachers are responding – what's working well and which aspects could be improved. They will, in turn, report to parents, carers and others with an interest. The following aspects could be considered by the governing body when discussing with the headteacher the overall quality of teaching and learning in the school:

- amount of indoor and outdoor space available for play and active learning
- range and quality of resources – books, play equipment, games, musical instruments, living things
- adult-child ratio
- how adults and children relate to each other
- qualifications of staff and the opportunities they have for further professional development
- how well the planned curriculum reflects the learning and development needs of the children
- how staff assess children's attainment and progress, and what they do with that information
- strength of the home-school partnership
- links with other providers to ensure that children enjoy a smooth passage from one phase of learning to the next

## **Module 1 Handout 10**

### **Policies and other documents that governing bodies are required to have by law**

Policies provide a framework for the headteacher and staff to use when making decisions about the daily management of the school. They are key to ensuring that school 'lives' its values.

Governing bodies and headteachers should work together in partnership to develop key policies. The purpose of each policy should be clear, roles should be explicit and it should be clear how and when implementation and impact will be monitored and evaluated.

**The following are the policies and documents that are required by law:**

- Accessibility Plan
- Admissions Policy – Aided Schools and Foundation Schools. Community and Controlled Schools if LA transfers the responsibility to them
- Attendance targets
- Charging Policy
- Child Protection Policy
- Collective Worship Policy
- Complaints Procedure
- Curriculum Policy
- Freedom of Information Publication Scheme
- Governors' Allowances (Schemes for Paying)
- Health and Safety policy. (Community and Controlled Schools must use the model provided by the LA).
- Home-School Agreements
- Instrument of Government
- Minutes of and papers considered at meetings of the Governing Body and its Committees
- Pay Policy
- Performance Management Policy
- Prospectus
- Pupil Discipline (including anti-bullying) Policy
- Race Equality Policy
- Register of Pupils
- Register of Business Interests of Headteacher and Governors
- Risk Assessments
- School Profile
- SEN Policy
- Sex Education Policy
- Staff Discipline, Conduct and Grievance (Procedures for addressing)
- Target-setting for schools

Although it is not a legal requirement, it is advisable that the governing body maintains an up to date Self Evaluation Form (SEF) in readiness of an Ofsted inspection.

Many Local Authorities, Diocesan Boards and the national church bodies provide procedures and model policies for schools to adopt/modify. These will reflect national legislation - Employment Law, Race Relations Act and so on, and will have been developed in consultation with unions.

Based on Annex 5 of a Guide to the Law for School Governors. DfES

## Module 1 Handout 11

### Finance

Until the end of March 2006 the income that schools will receive is a combination of central government grant and local government taxation. From April 2006 the vast majority of their income will come via central government grants paid to local authorities: this means that there will be no requirement on local authorities to contribute to school funding from local taxation, although they will be free to do so if they choose to. The main grant that local authorities will receive for schools is called the Dedicated Schools Grant (DSG).

School budgets are largely based on the number and age of their pupils (AWPU – Age weighted pupil units). Governing bodies need to anticipate and plan for the effects of fluctuations in pupil numbers. By March 2006, schools will receive budgets for 2006-07 and 2007-08. 2006-07 and 2007-08 will be a transitional phase during which various elements of the new system will be reviewed, to ensure smooth implementation from 2008 of multi-year budgets. In early 2008, schools will receive budgets for the three years 2008-09 to 2010-11.

Schools also receive funding from Standards Fund Grants and Schools Standard Grant. Some of the Standards Fund Grants are targeted at specific, national priorities. Further money may be generated through the school's own efforts.

The regulations governing School Funding can be found at:

<http://www.opsi.gov.uk/si/si2004/20043130.htm> and  
<http://www.opsi.gov.uk/si/si2004/20043131.htm>

### Strategic financial and resource management by governing bodies

Approval/monitoring of the budget can be delegated to a committee but not to an individual. The budget must be spent and managed to ensure that the National Curriculum and Religious Education are taught and to meet other legal requirements, e.g. personnel, Health and Safety.

Governors need to ensure that they achieve value for money in the use of resources. Value for money is about achieving the best possible outcomes for pupils in the most efficient way and at reasonable cost. Governing bodies need to demonstrate that they are applying the four principles of *best value* in their management and allocation of resources. This means considering the 4 Cs:

**Compare** – how a school's performance compares with that of other schools

**Challenge** – whether the school's performance is high enough, and why and how a service is being provided

**Compete** – how the school secures economic, efficient and effective services

**Consult** – seeking the views of stakeholders about the services provided

**The Financial Management Standard in schools (the Standard) and supporting toolkit** are ways of allowing schools to take the decisions about the allocation of resources at school level, supported by better information, planning and management. Secondary schools are expected to meet the Standard by March 2007. The timetable for primary and special schools has yet to be decided.

The Standard is a simple one page statement of what a school that is successfully financially managed might be like. It provides a clear and consistent benchmark which schools can use to encourage self-improvement.

The Toolkit is a one-stop shop which includes all the relevant financial resources to help heads, bursars and school governors to achieve the Standard. It contains advice on what constitutes good financial management so schools can more easily access the guidance or help they need.

In agreeing that all secondary schools have met the Standard local authorities may seek information and assurance from schools that the Standard is being met. One of the ways which they may choose to do this is by an external assessment. From September 2005 schools will be able to ask their Local Authority to arrange an external assessment (either by the LA or an approved third party) to evaluate whether they have met the requirements of the Standard, providing evidence where required. Schools successful in passing the external assessment will receive an FMSiS logo.

Part of achieving this standard is the requirement that schools make use of the Schools Financial Benchmarking (SFB) website found at <https://sfb.teachernet.gov.uk/Login.aspx>. This allows schools to compare their income and expenditure with other similar schools. The purpose of benchmarking is to give schools the opportunity to consider where they might better spend their funds to maximise quality/delivery of education to their pupils. Schools should be able to justify their levels of expenditure based on the Consistent Financial Reporting (CFR) headings and use the information to prepare budget and school development plans. Data is collected from maintained schools at the end of each academic year and placed on the benchmarking web site.

As of July 2005, only 30% of schools had accessed the SFB website.

The framework and guidance was issued to all schools in November 2001, and further copies can be downloaded from the Value for Money website at [www.dfes.gov.uk/vfm/framework.shtml](http://www.dfes.gov.uk/vfm/framework.shtml)

'Fair Funding: An Explanatory Guide', available on the DfES website: [www.dfes.gov.uk/fairfunding/funding.shtml](http://www.dfes.gov.uk/fairfunding/funding.shtml)

The Financial Management Standard & Toolkit (FMS&T) was developed in response to recommendations and released to schools as a self-management tool in June 2004. It can be found at [http://www.ipfbenchmarking.net/consultancy\\_dfes\\_update/](http://www.ipfbenchmarking.net/consultancy_dfes_update/)

The Department is funding training for schools on the SFB website and the FMS&T provided by the National Bursars Association. More detailed information about the Financial Management programme including relevant publications, guidance and links to other relevant organisations can be found at the Value for Money website: [www.dfes.gov.uk/vfm](http://www.dfes.gov.uk/vfm)

See also 'Getting the Best from Your Budget', Audit Commission  
'Guide to the Law', Chapter 8, DfES

## **Module 1 Handout 12.**

### **Governing bodies and staffing**

The LA is the principal employer of staff in Community schools and Voluntary Controlled schools. In Voluntary Aided and Foundation schools, the governing body is the legal employer of staff.

Governors of church schools have varying safeguards to appoint teachers and senior staff who will support the religious ethos, depending on the category of school. Voluntary Aided church schools have most autonomy, and governors of these schools may advertise for teachers (including head and deputy) who are practising members of the relevant faith.

The governing body decides the number of staff (both teaching and non-teaching).

The governing body and headteacher have separate and particular responsibilities for selecting and managing staff. In every school with a delegated budget, the governing body has extensive powers over staffing, and is accountable under employment law for these responsibilities.

Decisions about staffing are both important and complex, and governing bodies will want to make sure that they make full use of the advice available to them. Such guidance is available from LAs, dioceses and the 'Guide to the Law for School Governors'.

#### **Appointing the headteacher**

The appointment of the headteacher is the most important decision a governing body makes. The governing body should set up a selection panel for the appointment of the head and deputy head, and the process to be followed is clearly defined. Many LAs and dioceses provide training to ensure that it is managed correctly. In addition, governing bodies have a duty to consider advice from the LA before making a decision. This advisory role of the LA applies automatically in all maintained schools except voluntary aided and foundation schools where it should be agreed by the governing body. Beyond this, the LA has a separate entitlement to make representations about any unsuitable headteacher candidates, and this applies to all maintained schools.

#### **Appointing deputy heads**

The governing body decide how many, and if any, deputy heads the school should have. All such posts must be advertised throughout England and Wales. The appointment process for deputy heads is almost identical to that followed for the headteacher, with the exception that the LA has no right to make representations about unsuitable candidates.

The headteacher has the right to attend governing body meetings to discuss the appointment and to offer advice. The LA also has that right, either automatically or, where appropriate, with the governing body's agreement.

#### **Appointing other staff**

It is expected that the governing body will lead on appointments within the leadership group, and the headteacher will lead on the rest of the staff. The headteacher may involve other governors in considering those matters but should remain in the lead.

## **Performance management**

Performance management of the headteacher and teaching staff is a key process designed to raise standards in schools. It involves the setting of objectives for individual teachers by team leaders, the monitoring of progress, provision of relevant training and development, and a formal review of progress at the end of each cycle. The governing body has two key tasks:

- to ensure that the performance management policy is being implemented and is having a positive effect. Many schools have decided to apply the policy to all staff.
- to appoint 2 or 3 governors to agree performance management objectives with the headteacher; to monitor progress and to formally review the overall performance of the headteacher; to make recommendations to the governors dealing with decisions on the head's salary.

- From September 2005, headteachers and school governing bodies will be able to use a "light touch validation" checklist to ensure that the school's performance management arrangements comply with the current regulations; make the link between performance management and pay decisions; and are robust, transparent and fair. The checklist is available at

[http://www.teachernet.gov.uk/management/payandperformance/performance/guidance/LTV\\_Checklist/](http://www.teachernet.gov.uk/management/payandperformance/performance/guidance/LTV_Checklist/)

## **Dismissal of staff**

A governing body can ultimately decide that someone working at the school should be dismissed, though, since September 2003, the head would be expected to make the initial decision. In schools with a religious character, such as Voluntary Aided schools, this would involve a foundation governor acting with the head. The governing body would have to establish a committee to hear any appeals against dismissals.

A committee of the governing body would make the decision in the case of a head and would establish a separate committee to hear any appeal.

## **Other relevant parts of employment law**

The main requirements for governing bodies and LAs are that they:

- must not discriminate on the grounds of sex, race or disability in appointing staff; all staff must be given reasonable opportunities for training and promotion
- must give the representatives of recognised, independent trade unions any information that would help them in negotiations with the governing body, where this would be following good industrial relations practice; an example would be providing information about the budget
- must not force a member of staff to join or take part in union activities, or prevent him or her from doing so
- must respect the rights of staff to return to work after leaving to have children
- must respect the rights of safety representatives and officials of independent recognised trade unions to take time-off with pay for specified purposes.

## **Remodelling the Workforce**

In January 2003, the Government – along with employers and the vast majority of school workforce unions – signed the National Agreement on Raising Standards and Tackling Workload. The National Agreement sets out a number of measures designed to tackle teacher workload including a concerted attack on unnecessary paperwork and bureaucracy, a review of support staff roles, and a series of phased changes to teachers' contracts. For example, since September 2003, teachers can no longer routinely be required to carry out



administrative and clerical tasks, and those with leadership and management responsibilities must be given a reasonable allocation of time in which to carry out those duties; since September 2004 there has been an annual limit of 38 hours on the time that can be spent covering for absent colleagues; and in September 2005 teachers will be guaranteed at least 10% of their timetabled teaching time for planning, preparation and assessment; and they will no longer be required to invigilate external examinations and tests. Further details about the National Agreement and 'remodelling' can be found at: <http://www.remodelling.org>

**The Excellent Teacher Scheme (ETS)** enables schools to create posts for excellent teachers that provide them with a clear role in school, but, unlike Advanced Skills Teachers (ASTs), no outreach function. The first Excellent Teacher appointments can take effect on 1st September 2006.

The ETS is aimed at the very best classroom practitioners and widens the opportunity for career advancement of such teachers beyond the AST or leadership routes. Teachers appointed to Excellent Teacher posts will work towards supporting, improving and raising the standards of teaching and learning within their own school. This is a key difference between an AST and an Excellent Teacher.

Before a teacher can take up for an Excellent Teacher post they should:

- have undertaken a significant piece of searching analysis which has had a positive impact on pupils beyond their own classes; and
- have been paid on U3 for not less than 2 years when they take up post; and
- be willing to meet the professional duties of an Excellent Teacher; and
- be employed in a school where a vacancy for an Excellent Teacher exists.

Teachers who have not yet passed the assessment process are restricted to applying for posts in their own school. However, teachers who have already been successfully assessed as meeting Excellent Teacher standards can apply for externally advertised posts in other schools, providing they meet the other eligibility criteria.

Excellent Teachers will get a 'spot' salary which (although it has yet to be finalised) should be over £35,000.

Excellent Teachers cannot receive Teaching and Learning Responsibility payments.

If a governing body is in any doubt about how employment law affects a specific case, they should seek advice

## School Improvement Plans

The most visible way in which governors exercise their strategic role is through their contribution to the School Improvement Plan.

The whole point of an SIP is that it should record the agreed strategic direction for the school for the next few years, in a form that can be used to guide more detailed operational decisions.

### **What sort of things make an SIP effective? They:**

- state the agreed values, aims and objectives for the school and focus on raising standards of educational achievement
- reflect local and national trends and initiatives that might impact on the school e.g. rising/falling rolls and the priorities in the LA's Education Development Plan (EDP) /Children's and Young People's Plan (CYPP)
- are derived from rigorous self-evaluation (N.B SEF)
- are shared and understood by all concerned
- have SMART targets (specific, measurable, achievable, relevant and time-limited)
- have named people responsible for action
- have explicit links to the school budget
- identify training and support needs
- state the evidence that will demonstrate success
- make clear how, when and by whom progress will be monitored and evaluated
- drive the agendas for governing body meetings and the headteacher's objectives

Technically, a governing body only has to approve the School Improvement Plan; it would be quite legal for a headteacher to draw up a plan on their own, without consultation. However, it's unlikely that such a plan would be effective if no one else has any involvement in its production. So governors are encouraged to take an active role in the development and drafting of their SIP.

**Activity 2 is about the development of a School Improvement Plan. Have a look at the two options, and choose which you will work through in detail.**

## Activity 2A      SWOT case studies

This activity gives you practice in carrying out a SWOT analysis on a school. There are four case studies (nursery, primary, secondary and special) so that you can work on a school which is similar to yours.

Choose the case study that you wish to work on.

Identify the strengths, weaknesses, opportunities and threats relating to the school that you have chosen which should be taken into account in the School Improvement Plan

Write these into the appropriate quadrants of the following figure.

Strengths	Weaknesses
Opportunities	Threats

## Case study 1: Happy Days Nursery School

There are 72 children on roll, 35 girls and 37 boys. 27% are known to be eligible for free school meals. 14 children are on the special educational needs register and 5 have statements of special educational need.

Children make good progress in all aspects of **personal, social and emotional development**. They are keen to come to the nursery and the majority of children behave well and are happy, confident, independent learners. They are good at sharing, taking turns, and are polite to one another.

In **physical development**, children exercise their bodies well. They make good use of the space available. The large equipment outside is limited and this leads to a lack of challenge for some children. However there are plans to extend and develop the external environment, including creating a multi-cultural garden.

In **creative development**, singing and dancing are popular with the children and they make good progress. They experiment freely with musical instruments. They have opportunities for imaginative play, for example in the shop and the home corner. However staff do not always make the most of opportunities to join in the children's play to further extend their ideas.

In **communication, language and literacy**, children's speaking and listening skills are well developed and they have an obvious interest in books. Children make good progress in **maths**, particularly in counting, using numbers and practical calculations. They need more opportunities to extend their **knowledge and understanding of the world**.

**Information and communication technology** is identified as an area for development because of a lack of staff expertise. A recently-elected parent governor has considerable skills in this area.

Provision for **children with special educational needs** is a strength of the school. Their needs are carefully assessed and activities are planned to help them learn. They are taught well and provided with sensitive and appropriate support by staff and children.

The contribution made by the nursery nurses is a real strength. They are fully involved in the teaching process. The overall quality of teaching is enhanced by the high quality of relationships between all adults and children.

Comprehensive systems are in place to assess how well children are doing, but they are not yet secure enough to give a consistently clear picture of what children have achieved and what they need to learn next.

The role of the co-ordinators is not yet fully developed. They are not regularly monitoring teaching and learning in their areas of responsibility, nor are they drawing up action plans to support their area of learning.

The headteacher provides strong and purposeful leadership. The governing body is keen and committed and is well aware of the school's strengths. However it is not yet clear about what the school does less well and what it needs to do to improve. It is keen to find out exactly what will be involved in managing the school's budget and hopes that there will be training to help members to deal with this new responsibility.

The school works hard to maintain a strong partnership with parents.

## **Case study 2: High Hopes Primary School**

The school has 245 children on roll. 24% of children have special educational needs, higher than in most schools. Attendance is above average. There is a very strong, caring ethos.

Pupils under five make good progress and the attainment of children in Key Stage 1 is good. Performance in Key Stage 2, particularly in Maths and Science is poor. The girls significantly outperform the boys in English at both key stages. Teachers' use of data to assess progress and set challenging targets for pupil progress is in need of improvement.

The poor behaviour of a sizeable minority of children in Years 5 and 6 is having a detrimental effect on the attainment of pupils. Lunchtimes and playtimes are particularly problematic. Although the lunch break is quite long there are no extra-curricular activities and limited facilities for play in the playground. Some parents are expressing the view that they might need to move their children to another school.

There is a thriving Parent –Teacher Association and funds have been raised to create an ICT suite. Parent workshops have been organised but attendance was disappointing. The last inspection found that the prospectus did not contain all the statutory information required.

The head has a very clear vision of how the school should develop. The governors are very supportive. They are not involved in producing the School Improvement Plan or monitoring and evaluating outcomes.

The senior management team has recently expanded and responsibilities are not yet clearly defined. Staff development has not been seen as a priority and this is a particular issue for the learning support staff and midday supervisors, who feel that they need more guidance.

### **Case study 3: Phoenix Secondary School**

The school has 845 students on roll and caters for Years 7–13. The percentage of children with special educational needs is in line with national averages. The attendance rate is in line with the national average.

The rate for permanent exclusions is low and the rate for fixed-term exclusions is reducing. A new positive behaviour policy has been introduced with a greater emphasis on rewards than sanctions. The student council has played a key role in producing the policy.

The quality of teaching at Key Stage 3 is variable.

At Key Stage 3 students do well in English compared to national averages but less well when compared to similar schools. Performance in Maths and Science is below average against both those benchmarks. The trend in Science has been downward for the past three years.

At Key Stage 4 the results are slightly above national averages and in line with those of similar schools. Progress between key stages is good. There have been significant improvements in Modern Foreign Languages.

The level of resources in Art, Design and Technology is poor. Some requirements of the Health & Safety policy are not being applied in the Technology faculty.

The school has recently been awarded 'Investors in People' status and there is a strong commitment to staff development.

The governing body has established committees but their remit is insufficiently defined. This results in a lack of rigour in the evaluation of the school's performance. Some governors feel that their skills are not being fully utilised.

A number of parents feel that they are not receiving sufficient information about their children's progress and that the school does not set enough homework.

The Council's budget for education has been cut for the last three years and the school has used up all of its reserves to maintain staffing levels.

## **Case study 4: Vanguard Special School**

The school caters for children aged 5–11 with emotional and behavioural difficulties. The pupils come from a wide area and this has had a negative impact on home - school relations including parental representation on the governing body. It is a contributory factor to the limited range of extra-curricular activities. Attendance is good and the rate of exclusions is low.

There are effective links with mainstream schools and a high proportion of children experience integration for part of each week. The school supports integration and inclusion by an effective outreach strategy.

All pupils follow the National Curriculum and progress is good in English and Maths. Standards in Science and ICT are poor. Quality of teaching is mainly good except in Science, where it is satisfactory. Teachers have high expectations and pupils are actively engaged in agreeing targets for their individual education plans. However the needs of children with the most complex needs are not met consistently.

Although there have been improvements in curriculum planning, the lack of a systematic approach is impeding progress between key stages.

The level of learning support staff is low but they are deployed very effectively increasing the possibility of one-to-one and small group work.

The school is reviewing its mission and vision prior to producing a strategic plan for development. Governors are becoming more involved in this process though they do not have a clear understanding of their roles. Several governors are willing to use their skills for the benefit of the school but need to agree a focus.

The themes for school development are not prioritised and the school has no formal procedures for testing out the cost-effectiveness of the developments it undertakes.

The administration of the process of annual reviews is not systematic. This results in relevant professionals receiving insufficient notice of the dates of meetings.

The school has good links with the local football club and there is a well-established mentoring scheme.

## Case study 1: Happy Days Nursery School

<b>Strengths</b> <ul style="list-style-type: none"> <li>• progress in personal, social and emotional education</li> <li>• children keen to come to school, happy, confident, working well together</li> <li>• use made of space</li> <li>• creative development</li> <li>• communication, language and literacy</li> <li>• maths</li> <li>• provision for children with special educational needs</li> <li>• contribution of nursery nurses</li> <li>• high quality of relationships between all adults and children</li> <li>• comprehensive systems to assess children's progress</li> <li>• effective leadership by headteacher</li> <li>• keen and committed governing body</li> <li>• strong partnership with parents</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>• limited large equipment outside</li> <li>• staff not always extending children, challenging and stretching them</li> <li>• children's knowledge and understanding of the world</li> <li>• ICT - staff expertise</li> <li>• assessment and target setting</li> <li>• role of co-ordinators</li> <li>• governing body's lack of awareness of areas for development</li> </ul> <p>N.B. The weaknesses present opportunities to do thing better in the future</p>
<b>Opportunities</b> <ul style="list-style-type: none"> <li>• plans to extend the outside play area and to create a multi-cultural garden</li> <li>• new governor with ICT expertise</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>• anxiety about financial management could divert governors and the senior management team from their 'core' work</li> </ul>

## Case study 2: High Hopes Primary School

<b>Strengths</b> <ul style="list-style-type: none"> <li>• high attendance</li> <li>• positive ethos</li> <li>• Foundation Stage pupils do well.</li> <li>• Key Stage 1 results good</li> <li>• thriving PTA</li> <li>• fundraising</li> <li>• new ICT suite</li> <li>• head has clear vision</li> <li>• governors supportive</li> <li>• expanded SMT</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>• use of data to improve pupil progress</li> <li>• KS2 performance especially Maths and Science</li> <li>• boys' attainment in English</li> <li>• behaviour in Years 5 and 6</li> <li>• lack of play facilities</li> <li>• parents' workshops not well attended</li> <li>• prospectus does not meet statutory requirements</li> <li>• governors not fulfilling their key roles of bringing a strategic view and ensuring accountability</li> <li>• roles of SMT not clearly defined</li> <li>• staff development particularly for learning support staff and midday supervisors</li> </ul> <p>N.B. The weaknesses present opportunities to do thing better in the future</p>
<b>Opportunities</b> <ul style="list-style-type: none"> <li>• new ICT suite</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>• possibility that parents will move their children to other schools because of poor behaviour</li> <li>• school's reputation might be damaged by the behaviour issue</li> </ul>



### Case study 3: Phoenix Secondary School

<b>Strengths</b> <ul style="list-style-type: none"> <li>• exclusions rate reducing</li> <li>• behaviour policy showing positive results</li> <li>• effective student council</li> <li>• good progress between key stages</li> <li>• significant improvements in Modern Foreign Languages</li> <li>• IIP status</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>• KS3 not comparing well with similar schools</li> <li>• quality of teaching at KS3</li> <li>• Maths and Science weak at KS3</li> <li>• downward trend in Science</li> <li>• low level of resources in Art, Design and Technology</li> <li>• Health &amp; Safety policy not rigorously applied in technology</li> <li>• organisation of governing body</li> <li>• individual governors demotivated</li> <li>• parental perceptions/home - school communication</li> </ul>
<b>Opportunities</b> <ul style="list-style-type: none"> <li>• governors keen to be more fully involved</li> <li>• student council could be encouraged to develop its role</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>• accidents resulting from inadequate risk assessment and management</li> <li>• school budget share might fall again and might result in redundancies</li> </ul> <p>N.B. The weaknesses present opportunities to do thing better in the future</p>

### Case study 4: Vanguard Special School

<b>Strengths</b> <ul style="list-style-type: none"> <li>• good attendance</li> <li>• low exclusions rate</li> <li>• effective links with mainstream</li> <li>• integration of pupils</li> <li>• effective outreach strategy</li> <li>• good progress in English and Maths</li> <li>• quality of teaching</li> <li>• high expectations</li> <li>• pupil-centred target setting</li> <li>• effective deployment of support staff</li> <li>• mentoring scheme</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>• home – school relations</li> <li>• parental involvement in the governing body</li> <li>• limited range of extra-curricular activities</li> <li>• standards in Science and ICT</li> <li>• quality of provision for children with the most complex needs</li> <li>• quality of teaching in Science</li> <li>• curriculum planning</li> <li>• low level of support staff</li> <li>• governors unsure about their role</li> <li>• financial planning</li> <li>• administration of annual reviews</li> </ul> <p>N.B. The weaknesses present opportunities to do thing better in the future</p>
<b>Opportunities</b> <ul style="list-style-type: none"> <li>• willingness of governors to use their skills to support the work of the school.</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>• possibility of legal challenge arising from poor organisation of review process</li> </ul>

## Activity 2B

## Video - 'The big picture'

The video drama shows a meeting between a new head of a comprehensive school and an established chair of governors. The head wants to have a major review of the SIP, involving as many groups as possible. The chair feels this would be unnecessary and time-consuming.

Watch the video, then briefly write answers to the following questions.

1. Why is it important that Hilary and Stephen resolve their differences on this issue?

2. How could each of these stakeholders contribute to the formation of the School Improvement Plan?

The head

Teachers and  
support staff

Governors

Diocesan authorities  
(where relevant)

Pupils

Parents

The LA

## Activity 2B Feedback

The head and chair are key people in the production of the plan. If they don't agree on the need for the review and the manner in which to conduct it, they could damage working relations within the governing body and between the governing body and the staff.

The School Improvement Plan focuses the work of the staff and governors. It should be reviewed at least annually.

When a new head is appointed it is important to review the overall mission and vision for the school. It's also useful to explore underlying values and to agree those that are important to all stakeholders.

The following table provides some ideas on how stakeholders can be involved in the production of the SIP. If your LA has a model for school improvement planning it would be relevant here, together with the Education Development Plan (EDP) for the LA. From April 2006 all local authorities are required to produce a Children's and Young People's Plan (CYPP). This will replace the EDP.

Stakeholder	Possible methods
The head	Collating ideas for discussion by other stakeholders. -Setting out key issues such as those arising from performance management reviews, conversations with colleagues, issues from the last Ofsted report and/or other local inspections and issues from PANDA reports. Collating ideas from stakeholder groups for further discussion.
Teachers and support staff	Produce departmental plans Provide a staff suggestion box. Set up working parties on specific issues.
Governors	Discussion of ideas submitted by the head and other staff in managerial posts. Examination of proposals by specialist committees. Participation in staff working parties. Governor visits to individual departments.
Diocesan authorities (where relevant)	Reference to the school's ethos statement. Advice from Diocesan Education Officers. Input from parish/parishes served by the school.
Pupils	Conduct surveys and/or respond to surveys from staff. Suggestion boxes. School council input.
Parents	Meetings to identify concerns and issues. Draft plan available to parents to comment on. PTA consulted.
The LA	Circulate and publicise LA's Education Development Plan. Head and Chair of Governors meeting with LA contact officers to exchange ideas

## Effective schools

To conclude this module, look at this list of 'features of effective schools', compiled from *Governing Bodies and Effective Schools* (1995) and *The Intelligent School* (1997). Compare it to Handout 4, and see how many of these features relate to governing bodies that are working strategically.

### **extended provision, healthy, inclusive and enterprising**

#### **professional leadership and management**

- shared values, vision and goals
- explicit high expectations
- pupil rights and responsibilities
- positive reinforcement
- partnership with parents and the community

#### **concentration on teaching and learning**

- personalised learning and teaching
- a learning environment

#### **self- evaluating**

#### **a learning organisation**

#### **Based on 'Governing Bodies and Effective Schools', DfEE**

#### **MacGilchrist, Myers and Reed, 'The Intelligent School', and the Five Year Strategy for Children and Learners**

The final feature 'a learning organisation' is about ensuring that everyone associated with the school has opportunities to increase their knowledge and develop their skills. This includes governors! It also means that the school as an organisation is learning from prior experience and adapting its approach.

## Review of the module

In this module, you have looked at:

- the types of governors and the types of schools
- corporate responsibility and the Seven Principles of Public Life
- the strategic role of the governing body, as distinct from the role of the headteacher
- the specific powers and duties of a governing body, with regard to targets, curriculum, school policies, finance and staffing
- the nature of an effective School Improvement Plan
- the features of effective schools, and their relation to the strategic role of governors.

You have practised some of the following:

- identifying the powers and duties of governors
- carrying out a SWOT analysis on a school
- thinking about the relationship of head and governors in school improvement planning
- identifying ways of involving stakeholders in school improvement planning.

You might find it useful to spend a few minutes deciding what you want to do as a result of what you've learned.

In Module 2, you will look at the role of governor as critical friend: covering the topics of monitoring and evaluation, visits to school, and meetings.

## **Module 2**

### **The Critical Friend**

#### **What's in this module?**

A good friend is someone who encourages and supports you, even when that means telling you that you're letting yourself down. That's one of the roles a governing body has for a school: a friend and supporter, but someone who's prepared to be challenging when necessary.

In this module you'll look at how the role of the critical friend is expressed in monitoring and evaluation and in visiting the school. You'll also look at governing body meetings, and how you can participate effectively.

#### **Objectives**

After completing this module, you should be better able to:

- explain the role of critical friend
- define the characteristics of effective governing bodies
- understand the governors' role in monitoring and evaluation
- appreciate the range of performance information available to the school
- identify ways to ensure that governors' visits to school are productive
- participate confidently in governors' meetings.

#### **Planning your study**

If you follow our recommendation to do one of the options for each of Activities 3, 4 and 5, working through this module should take you about three hours.

You may find it useful to have a copy of your School Improvement Plan, and the Autumn Package or the PANDA for your school.

For Activities 4B and 5A, if you choose those options, you will need the videotape that is part of this programme.

## Effective governing bodies

At the end of Module 1, you looked at the characteristics of effective schools. What are the characteristics of effective governing bodies?

Governing Bodies and Effective Schools (edited) lists them as follows:

- clarity of purpose
- working as a team
- good relationship with the headteacher
- effective time management and delegation
- concern for their own training and development
- knowing the school
- effective meetings.

Working as a team is about working together and making decisions as a body, with corporate responsibility, as you saw in Module 1. It isn't necessary for everyone to know everything about all aspects of governance. But it is necessary for everyone to be clear about what the team is trying to achieve, and what part each individual is playing in bringing that about. It is important for every governor to be given opportunities to work to their strengths and interests.

The relationship between governing body and headteacher springs directly from their complementary roles of strategic and day-to-day management, which again you looked at in Module 1. If those roles are not being fulfilled properly, there will not be a productive partnership.

Time management is a practical necessity, and it is vital that governors focus on strategic issues, not day-to-day management. To make best use of people's time the power to delegate functions should be used wisely.

Training and development is about extending people's existing skills and developing new ones by accessing appropriate training and support. Governing bodies need members that have the knowledge, skills and confidence to play their part.

The final two items in the list will be covered in detail later in this module.

## The governing body, as a critical friend

As a critical friend, a governing body is expected to:

- recognise and celebrate the achievements of the school
- know where the school is not achieving as well as it could
- provide support and encouragement when strategies to bring about improvement are being explored
- strike an appropriate balance between support and challenge.

To do these requires both a good knowledge of their school, and a sound working relationship with the headteacher and staff. How can governors develop these?

Approaches taken by some governing bodies include:

- governors visiting the school
- governors attending INSET
- governors attending school events
- governors being attached to a class, year group or subject
- having a governors' noticeboard, in the school
- governors participating in school outings
- social events –staff and governors
- inviting staff to give presentations to the governing body.

You might think about what approaches *your* governing body takes, and how you could use them to get closer to your school,



## Monitoring and evaluation

‘Monitoring’ and ‘evaluation’, what’s the difference? The words are often used interchangeably, but it is important to be more precise and to make a distinction.

**Monitoring** means gathering evidence to check what progress has been made towards strategic priorities and targets and the implementation of policies. Governors monitor progress by seeing for themselves on visits to the school, by receiving reports from the head and other staff, and by studying documentation.

Everyone benefits if there is an agreed strategy about what evidence of progress is to be presented to the governing body and its committees, when, and in what format. Relevant evidence should be used to inform evaluation of the immediate outcomes from the implementation of plans and policies, and the longer term impact. Quality rather than quantity of evidence should be the aim.

It is important to consider trends over time and whether there is triangulation of evidence. For example if staff cite concerns about behaviour as reasons for leaving, students complain of bullying, parents move their children from the school, exclusions are climbing –there would be incontrovertible evidence that behaviour needed to be tackled!

Deciding *what* to monitor is important too.

### Handout 1

Look at Handout 1 ‘What should be monitored and evaluated?’ Not all are easy to measure. For now, just be aware of the extent of the possibilities here; if you want or need to find out more, your LA should have further courses covering this very wide-ranging area.

**Evaluation** means making evidence based judgements about the results achieved as a result of implementing plans and policies. For example, are pupils doing better than expected given their previous attainment? Is the school adding value?

Governors bring an objective perspective to the process of evaluation. This is a very important aspect of their critical friend role. Besides genuinely celebrating effort as well as success, they have to be able to ask challenging questions such as ‘Are we doing as well as we could? Why is it that some children are doing so much better in some subjects than in others?’

Much of the monitoring and evaluation that goes on in a school relates to pupil ‘attainment’ or ‘achievement’. Again, it’s useful to make a precise distinction between these terms.

**Attainment** is a ‘snapshot’ of how a child is doing at a specific point in time. It is typically based on the National Curriculum key stages, and shown in marks or grades in relevant national tests or examinations or school-based assessment.

**Achievement** is about the progress a child makes relative to other children of similar capability. It is about judging whether pupils are doing as well as they can.

Turning now to the business of interpreting and evaluating evidence, many governing bodies establish committees to undertake some of this work. The sources of information they may have to work with include:

- the Autumn Package and the PANDA (Performance and Assessment)
- performance data provided by the LA
- school self-evaluation activities – summarised in the Self- Evaluation Form (SEF)
- reports from the headteacher and other staff
- observation and discussion whilst on visits to the school
- Ofsted inspection reports – which now place increased emphasis on self-evaluation and feedback from pupils and parents.

If you have a copy of your own school's PANDA or Autumn Package, you may find it useful to look at it, to make sure you understand the kind of information it contains. (You should not attempt to read the entire document now, though!)

## **Handout 2**

This handout provides some questions that you might ask in meetings or on visits to the school to ensure that you understand the evidence base. Clearly you wouldn't try and cover all of them in one session and you would need to think about how questions are phrased; the tone of voice used and so on.

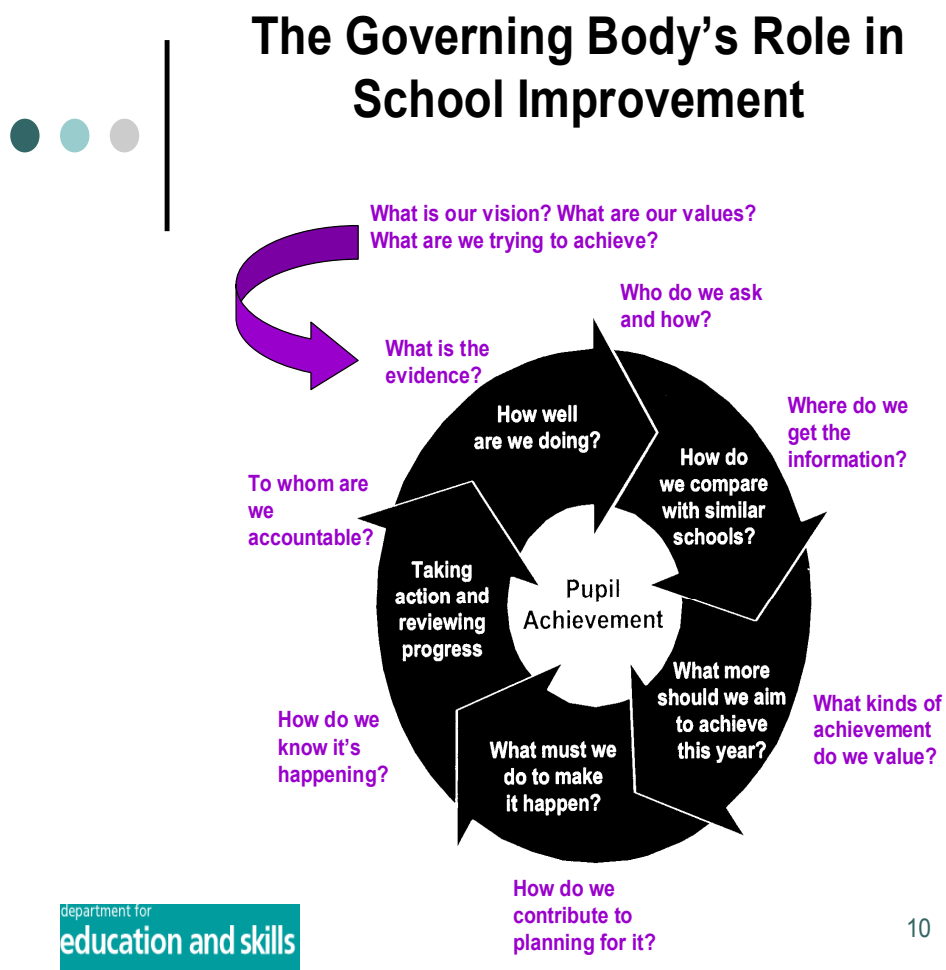
There are many good reasons for monitoring and evaluating, including to:

- check if plans are being implemented and what progress is being made
- provide evidence of success that can be celebrated and built upon
- identify and share good practice
- identify quickly where the school is not performing as well as expected and where improvement is needed
- identify priorities for future action
- ensure accountability.

Schools are expected to be self-evaluating and there are tools such as the Ofsted Self-Evaluation Form to support that process. This will be dealt with in detail in module 3.

Meanwhile **Handout 3** summarises the role of governing bodies in monitoring and evaluation.

The **five stage cycle for school improvement** is a graphic way of illustrating the processes we have considered so far.



Activity 3 will help you to apply what you have learned about monitoring and evaluation. Have a look at the two options and choose which you will work through in detail.

## **Module 2 Handout 1**

### **What should be monitored and evaluated?**

- National Curriculum assessments and tests and/or secondary examination results
- attainment and progress of specific groups of children e.g. boys/girls, children from ethnic minority groups, looked after children, children with special educational needs
- quality of teaching and learning
- pupils' independence as learners
- pupil attendance
- pupils' behaviour, attitudes and self-esteem
- pupil exclusions
- pupil involvement in extra-curricular activities
- number of applications for admission
- destinations of school leavers
- leadership and management
- school ethos/culture
- staff morale, attendance and commitment
- partnership with parents, agencies, and the wider community
- views of parents, pupils, staff and the community
- information on the school's curriculum, staffing and budget
- the learning environment.

## • Module 2. Handout 2. School performance monitoring questions for governors

Standards	Quality of Teaching	Leadership and Management
<ul style="list-style-type: none"> <li>• How is our school currently performing?</li> <li>• Are our children making better than expected rates of progress?</li> <li>• How do standards in year groups, classes, and / or subjects compare with national standards?</li> <li>• How does the school's performance compare with LA averages?</li> <li>• How does the school's performance compare with that of similar schools?</li> <li>• How does the school's current performance compare with its previous performance? What is the trend in results over the last three years?</li> <li>• Have some subjects / year groups shown a marked improvement this year? If so, why?</li> <li>• Are some groups of pupils doing better than others? If so, why? (e.g. looked after children, gender, ethnicity, SEN)</li> <li>• What are the attitudes of pupils towards their learning?</li> </ul>	<ul style="list-style-type: none"> <li>• How do teachers plan for their lessons?</li> <li>• How do teachers ensure that all pupils are appropriately challenged?</li> <li>• How do teachers explain to pupils what they are going to teach?</li> <li>• How do teachers keep track of progress?</li> <li>• What do teachers do when they see pupils under-achieving?</li> <li>• To what extent do teachers seek the views of their pupils about learning?</li> <li>• Does the school know what teaching styles work and why?</li> <li>• Can these styles be applied in those parts of the school where results need to improve?</li> <li>• What professional support do teachers get to help them teach more effectively?</li> <li>• How do support staff contribute to teaching and learning?</li> <li>• How do support staff support pupils to ensure they have equal access to opportunities to learn and develop?</li> <li>• How do support staff support pupils to help them make their own decisions and take responsibility for their own actions?</li> <li>• What professional support do support staff get to help to maintain and improve their contribution to raising pupil achievement?</li> </ul>	<p>Does the governing body and the leadership team:</p> <ul style="list-style-type: none"> <li>• provide a clear vision and sense of common purpose among key stakeholders?</li> <li>• foster high aspirations?</li> <li>• maintain an explicit focus on pupil achievement?</li> <li>• plan strategically?</li> <li>• adopt a proactive stance to change</li> <li>• demonstrate a commitment to equality and inclusion?</li> <li>• promote the personal development and well-being of learners</li> <li>• ensure that rigorous self-evaluation keeps the Self Evaluation Form current and informs plans?</li> <li>• make effective use of performance data</li> <li>• ensure sound financial and resource management?</li> <li>• practise distributed leadership?</li> <li>• ensure that all judgements about performance are based on sound evidence.</li> </ul>

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## **Module 2. Handout 3.**

### **The governors' role in monitoring and evaluation**

- Governors need to be part of a whole school self-evaluation strategy. Governors should focus on their strategic role and not on day-to-day management issues.
- The Ofsted Self-Evaluation Form (SEF) provides the framework for monitoring and evaluation. The governing body needs to satisfy itself that the judgements recorded are accurate and based on relevant evidence.
- The School Improvement Plan along with agreed policies, provide a strategic framework for the work of staff and governors.
- Governors do not need to try to keep track of everything that a school does. They need to decide which are the key indicators they should monitor and evaluate.
- There should be agreement between the head and the governing body about the evidence that will be required to demonstrate progress. It should also be made clear how and when it will be gathered, by whom and at what point it will be considered by the governing body.
- The headteacher is responsible for ensuring the quality of teaching. Governors are not expected to make professional judgements when they observe lessons. They do need to contribute to the process of evaluation, considering summaries of evidence gathered by the head and the staff.
- Responsibilities/specialisms linked to the School Improvement Plan should be identified within the governing body and its committees.
- If governors are able to spend time in school, a protocol should be agreed with staff, to ensure that visits are structured, productive and enjoyable. The emphasis should be on gathering information (monitoring), to inform decision-making by the whole governing body. (evaluation)
- As critical friends of the school, governors should be able to recognise and celebrate success as well as to ask questions. Maintaining an appropriate balance between support and challenge is crucial.
- The governing body should evaluate its own practice on a regular basis and may benefit from an external perspective when doing this.

### **Activity 3A**

#### **Using the PANDA to monitor and evaluate pupil attainment**

A great deal of data is available to schools to help them understand how pupils are progressing. Every autumn each school is able to access a document called the PANDA on the Ofsted website which provides a detailed analysis of the school's performance.

The format of the PANDA changed in the autumn of 2005. It will change again in 2006 when it is combined with the Pupil Achievement Tracker (PAT)

Governors will not automatically know how to interpret such data. It is good practice for headteachers and chairs to arrange for them to be briefed.

For this activity you need to ask for a copy of your school's PANDA. When you do so ask how the information in it has been, or will be shared with the governing body.

Then download the guidance document 'Introducing the New PANDA Report' from <https://www.ofstedpandas.gide.net/> It's listed in the training section menu on the left hand side of the page.

Having scanned the guidance, make notes on what you think the data is telling you about your school.

Make a list of the questions you would like to discuss with your mentor, the head or the chair.

## Activity 3B      Looking for evidence

This activity looks at sources of evidence for the effectiveness of your school.

Governors need to reassure themselves that their school is effective and efficient in what it does. Since governors have no responsibilities for the day-to-day management of the school, they rely largely on data which others supply. Governors need to search out reliable and relevant sources and then study and interpret these with care.

In the table below we have listed a number of aspects of schools that governors will need to monitor. Write down your ideas as to where you could find relevant evidence in each case.

Aspect	Possible sources of evidence
Teaching and learning	
The learning environment	
Pupil involvement in extra-curricular activity	
Pupils' behaviour and attitudes	
Staff morale, attendance and commitment	
Communicating with parents and the wider community	



## Activity 3B      Feedback

We thought of the following possible sources. You may have thought of others since many of the aspects in our list are ones where you have to keep records at school level in order to get the data that you need.

Often, to make sense of the data, you will wish to compare it with that of local schools. Your LA will help collect and distribute such data.

Aspect	Possible sources of evidence
Teaching and learning	<p>Ofsted reports</p> <p>attainment data</p> <p>pupil surveys</p> <p>reports from head and staff</p> <p>policies (teaching and learning / curriculum; assessment, recording and reporting; homework)</p> <p>curriculum map</p> <p>lesson plans</p> <p>relationships – adult / pupil, pupil / pupil, parent/staff</p> <p>high expectations – assemblies, teaching displays, day-today interactions</p> <p>amount of encouragement / praise / constructive feedback</p> <p>opportunities to apply learning</p> <p>availability and use of support staff</p> <p>systems in place for lesson observation by line managers</p> <p>criteria used by line managers to judge the quality of teaching and learning</p> <p>proportion of lessons where teaching was judged good or better</p> <p>pupil tracking records (anonymised)</p> <p>work samples (anonymised)</p> <p>pupils' engagement with task - active not passive, asking and responding to questions, listening to each other</p> <p>motivation and self esteem</p> <p>pride in work – recognising and celebrating the progress made</p> <p>behaviour – adherence to class rules</p> <p>development of Key Skills – communication, ICT, application of number, working with others, improving own learning and performance, problem solving</p>

The learning environment	<p>site inspections</p> <p>displays which are creative, celebrate achievement, and mainly relate to current work</p> <p>surveys of teachers, children and parents</p> <p>organisation of classroom</p> <p>use of space</p> <p>quantity, quality and appropriateness of resources</p> <p>classroom climate surveys (see <a href="http://www.transforminglearning.co.uk">www.transforminglearning.co.uk</a>)</p> <p>cleanliness</p>
Pupil involvement in extra curricular activity	<p>range of activities</p> <p>response from pupils</p> <p>involvement of staff, governors, the wider community</p>
Pupils' behaviour and attitudes	<p>awards / records of achievements</p> <p>positive publicity reports</p> <p>numbers of exclusions</p> <p>analysis of disciplinary incidents</p> <p>behaviour policy</p> <p>quantity and quality of activities / equipment in outside play areas</p> <p>existence and 'health' of school council</p> <p>relationships - adult / pupil and pupil / pupil</p> <p>demeanour in class and around school</p> <p>feedback for pupils re bullying, behaviour</p>
Staff morale, attendance and commitment	<p>reports from head and staff governors</p> <p>analysis of surveys</p> <p>analysis of supply cover costs</p> <p>exit interviews</p>
Communicating with parents and the wider community	<p>newsletters</p> <p>home - school contracts</p> <p>attendance at school events, annual parents' evening</p> <p>press reports</p> <p>number of compliments/complaints</p> <p>parent workshops, family literacy and numeracy sessions etc</p> <p>parental surveys</p> <p>composition of governing body</p> <p>presence of external agencies and groups on site</p> <p>website</p>

**As well as checking your list against ours, you might also think about how much of the possible evidence your governing body considers and to what effect.**

## Visits to school

As you saw earlier, the role of critical friend requires governors to know their school well, which usually entails making visits.

Activity 4 is about the practicalities of making and reporting on visits to school. Have a look at the two options, one of which is video-based, and choose which you will work through in detail.

### Activity 4A

#### Reporting on a visit

This activity helps you to think about the best way to report your visit. In Part 1 you will look at three fictional reports and think about which is the most useful and why. In Part 2 you will develop your ideas on good practice guidelines for reporting on visits.

#### Part 1

Below there are three extracts from fictional reports by governors following visits.

Consider the three extracts from reports by governors following visits

Which report is likely to be the most useful?
Why is this report more useful than the other two?

### **Report 1. A visit to KS2**

The visit was made last Tuesday and we had a very interesting time indeed. We were very impressed by the amount of equipment and had a lovely long chat with the teacher in charge which was very informative. She tells us there's a problem with the flat roof on this block and she's tired of asking for it to be repaired.....

### **Report 2. A written report submitted by Mr Murdoch following his visit to Little Snoring School.**

As a new governor I felt it was important to get a clear understanding of what was being taught in the classrooms. I visited the school on a Tuesday and spent all the time in the classrooms. I should make it clear that on the whole I was quite happy with the standard of teaching. As a member of the business community, I feel one of the major problems facing this country is the poor quality of the applicants coming to us for employment, and the standard of numeracy is particularly alarming. When my generation was at school there was a very strong emphasis on mental arithmetic and NO CALCULATORS.

I spent some time first of all in the reception class, where the pupils were doing some basic number work. This seemed to be of a satisfactory standard. I then moved into class three (class two being in the hall for a PE lesson) and while they were doing a craftwork class I was able to examine their arithmetic books, again I felt the standard of work was fair.

It was in the higher classes that I felt the teaching had lost its way. In class five I set a number of pupils a simple long-division sum which they were unable to do, apparently not even understanding the method I explained to them. I asked if the pupils were allowed to use calculators and was told they were necessary for certain tasks. I feel very strongly that this is a serious problem. I was assured that pupils do still learn their times tables, but a spot check by myself revealed several pupils unable to answer simple questions such as 8 x6.

I feel the teaching of Maths at the school does require serious investigation. Despite this I think it is a very good school and I have no doubt that the easier subjects such as English and Music are well taught.

Leicestershire County Council Governor Support  
Institute of School and College Governors  
(Edited).

### **Report 3. A visit to High Hopes Primary School. .**

<b>Name</b> <i>Augustin SSekasanke</i>	Date 13 June 2005
<b>Purpose of visit</b> <ul style="list-style-type: none"><li>• To tour the school to make informal contact with staff and to observe behaviour in class, assembly and at break time</li><li>• To monitor the quality of the learning environment</li></ul>	
<b>Links with the School Improvement Plan</b> <ul style="list-style-type: none"><li>• Behaviour and its impact on the quality of teaching and learning are key elements of the action plan.</li><li>• The school is due to move to new premises and we are trying to maintain standards in the old building.</li></ul>	

**Governor observations and comments**

Two year five pupils accompanied me and were very positive about their experiences in the school.

Throughout the school, the atmosphere was calm and I observed staff intervening with pupils when they weren't concentrating – both in class and in assembly. In one class the children were coming to the end of a 40 - minute session on writing and they were totally focused, quiet.

One supply teacher was doing D and T and the children were competing to build the strongest, tallest tower that could have a ping pong ball balanced on the top. This was proving very popular. They were all totally engaged.

The courtyard area was very overgrown and the children told me that it used to be looked after but not much was happening now. The one bench was damaged. The children said they thought it would be good to tidy it up and have more seats out there.

Displays throughout the school were well-presented and colourful. There was lots of children's work and it was all recent. My 'guides' proudly showed me examples of their work that was displayed.

Assembly included presentation of golden apples for good behaviour and a presentation to a teacher who was leaving. Children were well behaved and attentive. Cheering and clapping at the end did not get out of control. Not clear if that was the daily act of worship?

At playtime all the staff seemed to be out on the playground. I wondered what breaks they have during the day.

**Any key issues arising for the governing body**

- Positive news re behaviour and displays.
- Follow up idea of turning the courtyard area into an attractive space for children to have lunches, relax etc.
- How are we managing the daily act of worship? Is there a programme of themes? Are children involved in delivering? Are our values being promoted through this medium?
- How are playground rotas managed? Do our teachers have a break?

**Action following governing body meeting**

(Record any action agreed by the governing body with regard to this visit)

GB also considered latest data re exclusions – significantly down on same period last year.

Agreed chair would send a letter to staff congratulating them on the impact of their work to improve behaviour. In addition agreed I would write a letter to be read in assembly to say how much I had enjoyed my visit and how impressed I was by the behaviour of children in classes and in the playground.

Link governor to discuss with school council what they would like to see happen with the courtyard and whether they could help. Following that head to write to parents via the newsletter to see if they'd help. Furniture that will be purchased for the new school to be purchased early for use in the courtyard

Ast Head to report to the next GB meeting on how we manage the daily act of collective worship – themes etc.

GB reassured by headteacher and staff governors that the playground rota is equitable and effective.

## Part 2

Write a list of things that should be done (Do) and things which should *not* be done (Don't) when writing a report of a visit.

## Activity 4A Cribsheet

### Reporting on visits to school

**Report 1** is of little use. It does not tell us why the visit was made, nor what the visitor saw. (We hear about the leaking roof, yet the visit was presumably not about the fabric of the school.)

**Report 2** contains judgements that are inappropriate for a governor to make. It is unlikely that teachers would appreciate this approach.

**Report 3** is by far the most useful. It includes:

- the purpose of the visit, with an explicit link to the school improvement plan
- the date when it was made (maybe there have been changes since then)
- the evidence which the visitor saw (enabling readers to decide whether the data is adequate, or to debate what sort of data the school should collect)
- the key issues arising for the governing body to consider. (Where governors can use their visits to help identify ways of improving on current performance, they should try to do so).
- This format also provides for the governing body to record any decisions taken as a result of receiving the information. It is based on a proforma contributed by West Sussex County Council Advisory and Inspection Service.

#### What to do and not to do when reporting back on visits.

Do	Don't
Prepare the report in draft as soon after the visit as possible. (Governors visiting as a pair will need to get together to discuss observations and conclusions.)	Be lengthy. A single A4 sheet is often sufficient.
Have the report typed if possible. (For those governors without access to a computer, the clerk to governors may be able to help.)	Write like an inspector (even if you are one), and don't make written observations about the quality of teaching and learning. If there are concerns, raise them with the headteacher verbally.
Discuss the draft with the headteacher, in case there are mistakes or misunderstandings that need to be clarified. (A visit can only be a snapshot of the school or a class at a particular time.)	Name staff or pupils except in exceptional circumstances (e.g. when in a teacher's class for a lengthy period of time). Check with the headteacher if you are unsure.
Give a copy to the clerk to the governors, to circulate with the papers for the next meeting, following which (like other governing body papers) it will be available for public inspection.	Hand round the report at the meeting; governors will have had no opportunity to read it and give it proper attention.
Come to the meeting prepared to make a short verbal introduction to the report and answer any questions other governors may have.	Go through your report in full detail, or read it out verbatim. This lengthens meetings unnecessarily.
Think to yourself: what can I do to make my next visit even more effective.	

Kent County Council (adapted)

## Activity 4B Video ‘A walk on the wild side’

Two contrasting approaches to governors’ visits at Abbotts Green School are featured in this sequence.

In the first scene, Trevor Johnson, the Link Governor for Science, liaises with Emma Roberts who teaches Biology. Prior to Trevor sitting in on a lesson they discuss what he will see and how he should conduct himself. Trevor handles their debriefing session with sensitivity. They conclude by agreeing how to share key points with the rest of the governing body.

In the second scene, Bob Vickers is seen talking with Pete Downey who is second in the English Department. Bob has just observed a Year 9 lesson. Bob is aggressive and critical. Pete attempts to be diplomatic but is goaded into meeting fire with fire.

Watch the two scenes, and then draw up a list of things that governors should do: before, during and after visits to school.

Before
During
After



### **Before**

- Check to see if there is a policy for governors' visits
- Clarify the purpose of the visit. Is it linked to the School Improvement Plan? How does this determine the itinerary?
- Discuss an agenda with the headteacher well in advance. Make sure that the date chosen is suitable for the purpose identified.
- Find out if there is a prompt sheet/checklist, agreed by staff and governors, to guide governors' visits.
- Time permitting, discuss the proposed agenda with any staff involved. How do they want governors to integrate into the lesson?
- Be clear beforehand exactly what you are observing. Try to prepare questions for staff in advance. The teacher may be able to guide you on this.
- Discuss with the headteacher if any supporting information is available – Ofsted report, improvement plan, performance data.

### **During**

- Be punctual.
- Keep to the agreed timetable but be flexible
- Decide with the teacher how you will be introduced and what your role in the classroom will be.
- Get involved with the children if the teacher has agreed that this would be appropriate.
- Remember it is a visit not an inspection.
- Observe discreetly. Remember that note-taking can be disconcerting.
- Don't distract the teacher from his/her work but be prepared to talk and show interest.
- Be courteous, friendly not critical.
- Interact, don't interrupt.
- Remember why you are there. Don't lose sight of the purpose of your visit.
- Listen to staff
- Be interested and enthusiastic

### **After**

- Discuss what you have observed with the teacher. Use the opportunity to clarify any issue you are unclear about. For example, did your presence have any impact on the atmosphere in the classroom? If so, how?
- Refer to the purpose of the visit. Consider together whether it has been achieved.
- Thank the teacher for supporting you in your role as a governor. Be open, honest, positive.
- Make notes as soon as possible after your observation while it is still fresh in your mind.
- Discuss your observations with the headteacher. Be prepared to take the comments of others on board.
- Agree with the headteacher how and when you will report on your visit to the governing body.
- Write up your report and circulate a draft to the head and any staff involved. Be prepared to amend it. Aim to achieve a report that is agreed by those involved.
- Reflect: how did that go?
- Hope to be invited back!

Based on guidance produced by the 'Getting it Together' course, Burleigh Community College, Leicestershire, Spring 1998. Course tutor – Howard Stevenson. Governors in Harrow contributed further ideas to this crib sheet.

## Delegation and meetings

Much of the work of a governing body is conducted in meetings and it is important that they are productive for all concerned. There are specific rules to guide:

- frequency
- notice
- despatch of paperwork
- the number of people who must be present for decisions to be made
- election of officers
- minutes and confidentiality.

These and other issues are explained in detail in Chapter 3 of the Guide to the Law for School Governors. Other arrangements such as the way meetings are run and the work is scheduled are left to each governing body to decide.

There are two options for Activity 5. One is about being effective in meetings; the other is about meetings' procedures.

Choose which you will work through in detail.

## Activity 5A Video ~ 'Time and the word'

The setting for this scenario is Florence Barstow Primary School. The focus is a shambolic meeting of the finance committee. Ashok Patel, the new LEA governor, challenges the way the meeting is being conducted.

Watch the scene, and then write short answers to the following questions.

1. What was wrong with the way this meeting was organised and conducted?

2. What can individual governors do to maximise their effectiveness in meetings?  
Distinguish those things which governors should do in preparation for meetings, during meetings, and after meetings.

In preparation for meetings

During meetings

After meetings

3. How would you have dealt with concerns like Ashok's?

## **Activity 5A                      Feedback**

### **Question 1**

The main issues include:

- no proper start time
- tabling of papers
- interruptions
- lack of focus
- private discussion, excluding others from the decision-making process.

You may also reasonably have raised the issue of racism here, though the low-profile presence of Richard Fairman suggests that the marginalisation of participants is not a racial matter in this case.

### **Question 2**

In preparation for meetings, governors should:

- read the papers
- note any questions they wish to ask and positive comments they would like to make
- make sure that they take everything that they will need, e.g. paper, pens, a calculator if finance or performance is on the agenda
- arrive in good time.

Your list of what governors can do to be effective during meetings should have included points such as:

- observe meeting protocols, e.g. signal to the chair your wish to speak
- don't butt in
- listen carefully
- contribute positively to activities and discussions
- think before you speak
- keep your contributions as short as possible
- stick to the point – don't raise irrelevant issues
- put the positive before the negative
- ask if there are things you don't understand
- be sensitive but assertive but don't be aggressive
- don't try to dominate
- praise more than criticise
- accept a share of responsibility for making the meeting work
- accept collective responsibility for what is decided.

There are two main things governors can and should do after a meeting:

- review the meeting. Did you play a useful part? If not, consider why and decide what you would want to do differently next time.
- consider how and when you are going to follow up on any tasks you agreed to take on.

(Inspired by Buckinghamshire, Hertfordshire and North Tyneside)

**Question 3**

Faced with a similar situation it would be more effective to state the concerns calmly and ask for an early opportunity to discuss the management of the budget and the role of the finance committee. The rationale would be that, as a new member of the committee, it's impossible to be effective when the task is unclear and there is little structure to the proceedings. In this case, the governor has relevant skills that he could offer to share for the benefit of the whole governing body.

## Activity 5B

### Governing body rules and procedures

Mark each statement True or False.

		True	False
1.	It is possible to vary the composition of a governing body		
2.	Failure to attend meetings for six months from the date of first meeting missed, means automatic disqualification		
3.	The chair and vice chair hold office for four years		
4.	A governing body doesn't have to have any committees unless it chooses		
5.	The clerk must be a member of the governing body		
6.	Nominations for parent governors must be approved by the headteacher before election		
7.	Part-time teachers may not be elected to serve on the governing body		
8.	All governors serve a four-year term in office		
9.	The LA can remove its representatives from a governing body		
10.	Elected parent and staff governors can be removed from the governing body by the headteacher		
11.	The headteacher must be a member of the governing body		
12.	A meeting of the governing body may only be called by the clerk		
13.	Governors should be informed of meetings at least seven days before they occur		
14.	The frequency of governors' meetings is not fixed		
15.	Any governor may put forward an item for the agenda		
16.	The headteacher has a right to attend all governor's meetings		
17.	Any governor may be elected to chair the governing body		
18.	All members of the governing body have equal voting rights		
19.	The complete minutes of governors' meetings must be available for inspection		
20.	The quorum for a governors meeting is always one-third of the total number of governor places, rounded up		
21.	The LA can remove a chair from office		
22.	The governing body must draw up a register of the business interests of governors, the headteacher and any other staff who influence financial decisions		

Essex Governor Development Service

## Activity 5B. Procedures Quiz. Feedback

	True	False
1. It is possible to vary the composition of a governing body True. From September 2003 the composition of a governing body can range from a minimum of 9 to a maximum of 20. Within this range, each governing body can adopt the model of its choice, provided it complies with the guiding principles for the category of school in which it belongs. Schools have until 31/8/06 to adopt a new model.	✓	
2. Failure to attend meetings for six months from the date of first meeting missed, means automatic disqualification Reasons given for absence might have been accepted by the governing body.		✓
3. The chair and vice chair hold office for four years They can be elected for up to four years.	✓	
4. A governing body doesn't have to have any committees unless it chooses True. The governance regulations do not specify statutory committees. However the governing body will still have to set up committees if required to do so by other legislation, e.g. the exclusions regulations and staffing matters such as pay, grievance, disciplinary.	✓	
5. The clerk must be a member of the governing body The clerk must not be a governor.		✓
6. Nominations for parent governors must be approved by the headteacher before election Any parent of a child in a school may stand for election.		✓
7. Part-time teachers may not be elected to serve on the governing body		✓
8. All governors serve a four-year term in office Any governor may resign at any time by giving written notice to the clerk.  The governing body can decide to set a shorter term of office for one or more types of governor, but not for individual governors (e.g. parent governors in nursery schools). It cannot be applied to headteachers or additional governors appointed by the LA or Secretary of State. When this decision is made, it must be recorded in the Instrument of Government.  Members of temporary governing bodies at new schools hold office until the transition is made to a full governing body.  The head ceases to be a governor when he or she leaves post.		✓
9. The LA can remove its representatives from a governing body	✓	
10. Elected parent and staff governors can be removed from the governing body by the headteacher They are elected and there are no mechanisms for removing them.		✓
11. The headteacher must be a member of the governing body The head is deemed to be a governor UNLESS he or she chooses not to be.		✓
12. A meeting of the governing body may only be called by the clerk A meeting must be called if three or more governors request one.		✓
13. Governors should be informed of meetings at least seven days before they occur True and the documents to be considered at the meeting should be circulated at least seven days in advance of the meeting	✓	
14. The frequency of governors' meetings is not fixed True. But there is a minimum requirement of 3 per year.	✓	

15.Any governor may put forward an item for the agenda	✓	
16.The headteacher has a right to attend all governors' meetings	✓	
17.Any governor may be elected to chair the governing body Nobody who is employed at the school, or who is a pupil at the school, may chair the governing body.		✓
18.All members of the governing body have equal voting rights Until reconstitution co-opted governors cannot vote when new co-opted governors are being appointed. However, once the governing body has reconstituted in accordance with the relevant new models, and community governors have been appointed, they have the same voting rights as other full members of the governing body. If associate members are appointed to committee the governing body can decide what voting rights to allocate to them.		✓
19.The complete minutes of governors' meetings must be available for inspection Confidential items do not have to be made public.		✓
20.The quorum for a governors' meeting is always one-third of the total number of governor places, rounded up It is 50% of the total number of places (i.e. <b>excluding vacancies</b> ), rounded up.		✓
21.The LA can remove a chair from office False. At present only the governing body can do this.		✓
22.The governing body must draw up a register of the business interests of governors, the headteacher and any other staff who influence financial decisions	✓	



## **Review of the module**

In this module, you have looked at:

- the characteristics of effective governing bodies
- the role of critical friend
- the reasons for monitoring and evaluation
- the possible sources of information to use in monitoring and evaluation.

You have also looked at some of the following:

- good practice in making visits to school
- ways of being effective in meetings
- meeting procedures.

Once again you might find it useful to reflect on what you have learned and what you want to do as a result.

In Module 3, you will look at the role of governors in ensuring accountability both the headteacher's, and that of the governing body.

## **Module 3**

### **Ensuring Accountability**

#### **What's in this module?**

The third role of a governing body lies in making sure schools are accountable to the public that they serve. There are two main aspects to this role: first, the governing body holds the headteacher to account for implementing agreed policies and plans, and second it stands accountable to the stakeholders in the school for the performance of the school and the contribution it has made.

In this module, you look at both of these aspects of the role, and how they are put into practice.

#### **Objectives**

After completing this module, you should be better able to:

- explain why, how and to whom schools are accountable
- understand the ways in which the head accounts to the governing body
- understand how the governing body accounts to key stakeholders
- identify further sources of information, support and training.

#### **Planning your studies**

If you follow our recommendation to do one option for Activity 6 and Activity 7, working through this module should take you about two hours.

You may also find it useful to have a copy of the last headteacher's report to your governing body, and your school's profile.

## Accountability and the governing body

Schools have responsibility for the education and well-being of many thousands of children, and so have an impact on society as a whole. They also control large amounts of public money, and they have to be seen to be using it wisely. Schools therefore have to be accountable, but what does that mean in terms of a governing body's obligations?

It includes:

- conducting the school with a view to promoting high standards of educational achievement
- having the right to discuss, question and refine proposals
- respecting the professional roles and management responsibilities of the headteacher and other staff
- being prepared to account for the school's overall performance and to explain the governing body's decisions and actions to anyone who has a legitimate interest.

That last obligation raises some interesting questions. Who has a legitimate interest? Obvious groups are pupils, parents, staff, feeder primaries and secondary schools, the LA and Ofsted.

It is very important for schools to gather the views of learners, parents and carers in particular. They are key stakeholders and can provide useful information about many aspects of the learners' experience as well as the overall quality of provision. The Ofsted self-evaluation form (SEF) includes a section specifically on this.

But what about the media? When are journalists' interests legitimate? It is good practice for schools to have an agreed strategy for working with the media. If difficult situations arise, your LA should be able to provide support for the school.

Another issue concerning accountability is representation. What are the obligations on governors appointed to represent staff or parents? The official answer is that such governors are to be considered *representative* teachers, members of staff or parents, rather than *representatives of* those groups; that is to say, they do not have to try to represent the view of *all* teachers, members of staff or parents. Clearly, they should communicate with them about issues that arise, but only so far as is reasonable. When decisions have to be made by the governing body, each staff member and parent governor is free to vote in accordance with their own views.

Finally, you need to be clear that it's the governing body *as a whole* that has the authority to fulfil its obligations; you, as an individual governor, should not make *ad hoc* demands for information.

## **Accountability of headteachers to governors**

The headteacher's written report is one way in which the head fulfils his or her accountability to the governing body. It should be sent to members of the governing body together with other relevant documentation at the same time as notices of meetings, and its aim is to provide a clear and permanent record of key aspects of the school's work. The onus is then on governors to prepare.

### **Handout 1**

Look at Handout 1 'Items for the headteacher to report to governors', which will give you an idea of what is expected of such reports. You might like to compare the items on this list against the last report of your head.

Activity 6 is about the accountability of the head to governors. Have a look at options 6A and 6B, and choose which you will work through in detail. (The video also includes two scenes – 'Reasons or excuses?' and 'The wood and the trees' – relating to this topic, but we recommend that you seek guidance from a trainer or an experienced governor in thinking about these scenes, because of the complexity of the issues involved.

## Module 3. Handout 1

### A suggested framework of purpose, principles and content for the Headteacher's report to the Governing Body

The role of the governing body in supporting school improvement relies to a great extent on receiving accurate information about the performance of the school. Headteachers play an extremely important role in providing this information by reporting on and giving an account of the performance of the school. Below is a suggested framework of purpose, principles and content for the headteacher's report to the governing body.

Nothing is intended to be prescriptive; it is offered simply as a sound basis for heads reporting to governing bodies. Account has been taken of statutory requirements and what has been found around the country where schools have offered up examples saying, "This is what works well for us".

#### Purpose

Headteachers' reports to governors are the key vehicles by which s/he accounts to governors for the quality of education provided in the school. They are likely to include information about:

- the development of pupils
- standards attained
- the efficiency of the management of the school's resources and crucially,
- progress in implementing the school improvement / development plan against previously agreed outcomes and targets

#### Key Principles

Agree and understand the language used! Much of the reporting will include monitoring and evaluating information. By this we mean:

**a) Monitoring information.** That is telling the governing body about whether everything is happening in the way and to the timescale and cost agreed.

**b) Evaluation of everything which has taken place.** This means asking questions about the achievements of pupils and of the school as a whole. For example: Have all these actions made a difference and are we clear what that difference is and how it supports improved performance of the school? Is there evidence of improvements in pupils' learning?

#### There are other possible key principles:

1. Reporting arrangements and contents of reports should be the result of negotiation and agreement with clear objectives established and reporting and content related to the governing body's working structures
2. Reports should include information on performance which ensures governors are in a position to discuss the progress the school is or is not making
3. Information should include performance data about the school and how it compares with similar schools
4. The headteacher should provide summarised reports on local and national legislation and policy developments
5. There is a future emphasis to the reporting. Headteachers will benefit from having governors who are aware of future plans, are well informed and knowledgeable and, therefore, well placed to make sound decisions.

### **Items which could be included in a headteacher's termly report to governors**

- progress on school development plan targets including curriculum developments, staff development and staff management issues such as use of staff time
- a simple digest of the key messages from the 'Autumn Package'
- SAT scores with area / LA / national comparative data and trends over say three years
- financial accounts / progress of budget
- achievements of pupils and other members of the school community
- school visits and journeys - numbers of visits, purpose, numbers of pupils involved (not detail of each visit)
- extra curricular activities
- baseline assessment results
- in secondary schools, public examination results with area / LA / national comparative data and trends over three / five years
- value added analysis of results where possible (from baseline to end of KS1, KS1 to end KS2, KS3 - 4, etc)
- leavers' destinations
- year on year trends for admissions / applications
- projections for Form 7 numbers
- staffing structure with changes in allocation of responsibility (if any)
- identification of emerging priorities for school development plan for discussion in Spring term
- review of material resources, premises requirements
- premises issues (related to School Development Plan)
- policy monitoring information according to agreed arrangements
- financial plans
- fund-raising
- outcomes of reviews of curricular areas

### **Items which could be included at least once per year**

- pupil attendance data with trends and commentary if significant
- pupil exclusion data, by type, gender and ethnic group and with comparative data / trends (may be termly in secondary schools)
- home school links (visiting policy, systems for reporting to parents, communications with parents)
- community links to include use of facilities
- health and safety issues - in line with reporting arrangements in policy
- visitors to the school (but beware of falling into the trap of long listings)
- information on SEN policy implementation
- summary of extra curricular activities
- LA's Educational Development Plan targets and links to the school's own S.D.P.
- contribution to Public Services Agreement targets (if there is one)

### **Items which occur on an 'as and when' basis**

- staff appointments with number of applicants
- staff changes, resignations, vacancies
- formal complaints
- requests for approval for school visits and journeys
- policy monitoring information - according to arrangements specified in policy and an overall plan which allows governors to monitor all policies over a 3 / 4 year cycle
- maintenance and improvement work undertaken

Source [www.governornet.gov.uk](http://www.governornet.gov.uk)

## **Activity 6A                      Evaluating a headteacher's report**

This activity gives you a chance to think about what makes a good report from the headteacher to governors. Reports are very important since governors neither have the time nor the right to spend time in the school checking up on everything. So, you have to be a good judge of whether the reports you receive cover the right points and give you the detail that you need.

Read the following report (which has been produced specially for training purposes), checking its contents against the purpose and key principles sections of Handout 1 (see previously). Then answer the following questions:

1. What are the strengths of the headteacher's report?

2. What are the possible disadvantages of this format?

3. Write down two questions you would wish to ask and one comment you would like to make at the meeting when the report is discussed.

## Activity 6A Evaluating a headteacher's report

### Headteacher's report to Phoenix Secondary School Governing Body May 2005

#### 1. SDP Update

<p>1 Quality of lessons</p> <ul style="list-style-type: none"> <li>Lesson plan, evaluation and observation sheets being collected. Heads of Depts. writing reports.</li> <li>RHB observing and feeding back. Evaluation of D and T Dept. in hand.</li> <li>NQT Induction progressing.</li> <li>IIP assessment on 7 Dec.</li> </ul> <p><b>Perf. Management Policy.</b></p>	<p>2 Independent learning</p> <ul style="list-style-type: none"> <li>Revision work set for Year 9/11/13 during half term.</li> <li>Mock Exams set up for last 2 weeks. Importance emphasized to students / parents at Progress Day.</li> <li>Key Words included in Planners.</li> <li>Year 10/11 Revision / Study Skills taught through PSE.</li> </ul>	<p>3 Assessment</p> <ul style="list-style-type: none"> <li>Exams Analysis Booklet completed. Progress Day and Mock Exams co-ordinated.</li> <li>Progress Day evaluated.</li> <li>Good targeting in Year 11.</li> </ul> <p><b>Targets to be agreed by Governors.</b></p>
<p>4 Curriculum Development</p> <ul style="list-style-type: none"> <li>16+ Options Evening held.</li> <li>Curriculum 2000 up and running.</li> <li>GNVQ courses going well.</li> <li>Dance in Year 9!</li> <li>Food / GCSE PE established.</li> <li>Planning for 2003/4 underway.</li> </ul> <p><b>Literacy Policy.</b></p>	<p>5 Professional Atmosphere</p> <ul style="list-style-type: none"> <li>Governors Working Party on the way.</li> <li>Two new appointments to Office. Next stage in development soon.</li> <li>Co-ordination / preparation for events much improved.</li> </ul> <p><b>Anti Bullying Policy.</b></p>	<p>6 Attendance &amp; Punctuality</p> <ul style="list-style-type: none"> <li>SEW with overall responsibility.</li> <li>Lead Form Tutors in Years 9/10 sharing the load.</li> <li>Above 90% so far this term. Battling hard.</li> <li>IPJ to review term with Education social workers.</li> </ul> <p><b>Get above 92%!</b></p>
<p>7 Communications</p> <ul style="list-style-type: none"> <li>Year Councils have met.</li> <li>Internet connection made. Access and printing problems being ironed out. PSM working extremely hard under difficult circumstances.</li> <li>IPJ visit to Georgia.</li> <li>Comenius 1 link being established with France, Sweden and Denmark.</li> </ul>	<p>8 Preparing for 2006</p> <ul style="list-style-type: none"> <li>Art Building progressing.</li> </ul>	<p>9 Partnership</p> <ul style="list-style-type: none"> <li>All bids from the Partnership were successful.</li> <li>Partnership has met twice this term.</li> <li>Adult Education and Community use continues to grow.</li> <li>JAM leads successful NOF bid (£67,000) over three years.</li> <li>Partnership with 7 primaries established.</li> </ul>



## 2. Attendance Figures from September to 10 November

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Attendance	91.5%	90.72%	90.84%	90.39%	87.71%	90.23%
Unauthorised Ab.	0.75%	0.88%	0.99%	2.80%	4.24%	1.93%

## 3. Exclusions to Date

	Year 7		Year 8		Year 9		Year 10		Year 11		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Fixed	2	1	2	0	5	0	12	7	1	1	31
Perm	1	0	2	1	0	0	2	0	0	0	6

## 4. Appointments made for the coming term

Teachers		
Name	Post	Exp.
Emma Baines	Science	2 Yrs
Craig Bartlett	PE	2 Yrs
Jo Burrows	GNVQ Coordinator	7 Yrs
Anthony Jones	Mathematics	2 Yrs
Kath Meadows	Head of PE	4 Yrs
Rachel Price	English	NQT

Associate Staff	
Name	Post
Terry Jarvis	Site Manager
Vacancy	Library / Resources
Vacancy	3-4 LSAs

## 5. Principles for an Anti-Bullying Policy

<ul style="list-style-type: none"> <li>Students have the right to feel safe and secure. They should feel free from the threat of bullying and know who to speak to should it occur.</li> <li>All complaints of bullying should be treated seriously and acted upon according to agreed policy / procedures.</li> <li>Complaints will not be regarded as 'telling tales'.</li> <li>Action will be taken promptly with records being kept of all incidents.</li> <li>Wherever possible an appropriate student awareness of bullying issues will be developed through the curriculum and School activities.</li> </ul>	<ul style="list-style-type: none"> <li>Assemblies will be used to reinforce the fact that bullying will not be tolerated.</li> <li>All members of the School Community will be informed what to do and who to go to should they observe incidents of bullying or have it reported to them.</li> <li>Adults can be bullies. Staff will ensure that they provide good role models for students in their every day work with colleagues, parents and students.</li> <li>The Policy should be monitored and reviewed annually. Appropriate changes should be made in consultation with the whole school community.</li> </ul>
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Prepared for this toolkit by Ian Johnson, ex Principal of Oxford School

## Activity 6A. Feedback

### Evaluating a head's report

#### Strengths of this report include

- the format is based on the nine key issues in the School Development Plan
- it is concise
- by using a regular format it is easy to see if an item has been missed.

#### Possible drawbacks include:

- the format would need the head to elaborate on each area at the meeting; those not present may feel that there is insufficient written information
- it is hard to tell which items the head is going to say more about at the meeting; knowing this would help governors to plan their questions better
- it would be even easier to follow if the targets were included so that progress and targets could be immediately compared
- new governors would need a key for the abbreviations.

Question	Comment on question
Will we receive a report from the heads of departments on their evaluations of plans and lesson observations?	Probing on whether evidence that is being collected is going to be used to inform governors' decisions and lesson observations?
What is going to happen to the evaluation of D and T?	As above
Can you tell us a bit more about NQT induction?	This type of question gently reminds the headteacher that 'progressing' (the word used in the report) is rather vague. For example, you might want to know if specific milestone targets were being achieved.
Has the year 11 cohort always had poor attendance or is the trend that attendance drops off in year 11? What does analysis of the data tell us – are we getting better or worse? How do we compare to the national average? Are there particular days in the week that are badly affected? What strategies are being tried to address this issue? What's the impact on the attainment of those children who are regularly absent?	These are probing questions to try to elicit more information. The raw data provided is of very limited value. It doesn't provide information to compare with previous performance. There is no information whether it's getting better or worse or what is being done about it? Governors always need to seek comparative data, not descriptive data.
How do our exclusion figures compare with last year/other schools? What happened in Year 10? Was it one large incident or several involving fewer pupils? If the latter, were any pupils excluded more than once? What type of behaviour triggered the exclusions	As above.
What is the impact of the vacancies on pupils and other staff?	Here you are probing to bring out issues. Your aim will be to help the head find solutions to any problems s/he is experiencing

There are many positive things that could be commented upon. There is evidence of progress in many areas. There is a clear focus on achievement and a structured approach to monitoring and evaluation. The school is making good links with the wider community and it is generating additional resources.

## Activity 6B. A case study of breakdown

This activity gives you a glimpse into what a complete breakdown of relationships between a head and governors can be like. We hope that you never have to face such a situation but by studying this case study we hope that you will be better prepared to help prevent such a scenario in your school.

Read the Scragg End School case study below, making notes on the following points:

What steps would you suggest governors take now in order to:

1. ... develop a more effective working relationship with the head?

2. ... address parental concerns about standards?

3. ... address concerns about the discipline issue?

## **Module 3. Activity 6B**

### **A case study of breakdown**

The trouble at Scragg End School, everyone was now saying, was that there were no clear boundaries between the headteacher and the governors. At least this was what was being written by a dozen commentators now that the situation at the school had appeared in the press. The problem was that nobody seemed clear as to where the boundaries should be drawn.

First of all there was the shock of the school appearing at the bottom of the league tables. Parent governors had always had their doubts about the trendy methods of teaching. The head's response was to say that responsibility for the practicalities of teaching lay with the professionals. If results were poor, this simply reflected the social deprivation in the area. Parents retorted that the school down the road hadn't done so badly.

As parents lost confidence in the school the behaviour of many of the children seemed to deteriorate too. The head and staff brought in a new 'assertive discipline' policy from America, only informing governors after they had introduced it. They said it was totally in keeping with the school's discipline policy of 'keeping good order and standards of respect around the school'. Parents were even less amused when the head started excluding pupils for a week at a time. At any one time there were at least a dozen children on fixed-term exclusion, but the head said she didn't have to inform governors about temporary exclusions.

Now parents were demonstrating outside the school, calling for an end to the exclusion policy and a return to 'old fashioned values'. The staff were on the verge of a strike and the head of the national union had been attacking governors that 'meddled in the day-to-day professional decisions' being made by staff.

#### **What steps would you suggest governors take now in order to:**

- develop a more effective working relationship with the head
- address parental concerns about standards
- address concerns about the discipline issue?

Workers' Educational Association (Lightly edited).

## Activity 6B Feedback

### A case study in breakdown

#### Working relationship with the head

The head and governors need to discuss and agree the boundaries of their responsibilities and agree a short-term strategy to deal with the immediate problems. On a longer-term basis they need to agree procedures that enable the head and the governing body to fulfil their legal responsibilities.

At the back of each version of '**A Guide to the Law for School Governors**' there is a very useful summary of the legal responsibilities of heads and governors. This is complemented by the 'Guidance on Roles of Governing Bodies and Headteachers', (DfEE).

The LA's link officer or adviser/school improvement partner could be very helpful in this situation by bringing an objective perspective to the process of defining boundaries. The aim should be to produce a detailed plan of action that tackles all the weaknesses.

**Governorline** would also be a source of information and advice.

The headteacher must give the governing body any relevant information it asks for.

#### Parental concerns

The school has to manage the media interest and a carefully worded press release, agreed by staff and governors, should be produced. As a matter of urgency the concerns of staff and parents need to be aired.

The league tables should never come as a shock to governors. They should have agreed the targets for the school and then been involved in regular monitoring and evaluation of progress. A teach-in on how to interpret data would be helpful.

If there were parental concerns about methods of teaching then these should have been explored openly perhaps through workshops on the curriculum and through discussion at governors' meetings.

#### Discipline

The governing body is responsible for preparing a written statement of general principles. It also has the right to provide specific guidance on particular disciplinary matters and the head should take this into account. The change in the disciplinary policy was significant and should have been discussed and agreed with the governing body.

The head may exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year. He or she may also exclude a pupil permanently and has the power to turn a fixed-period exclusion into a permanent exclusion. Parents must always be informed promptly. He or she must inform the LA and the governing body's discipline committee of:

- permanent exclusions and fixed-period exclusions converted to permanent exclusions
- fixed-period exclusions totalling more than five school days in one term
- exclusions which would result in the loss of an opportunity to take any public examination.

In this case the head may have been within the letter of the law but the discipline committee could have been informed in general terms about the impact of the new policy.

## **Guidance on the video scenes ‘Reasons or excuses?’ and ‘The wood and the trees’**

The video includes two scenes relating to the accountability of the head to governors. These are intended for discussion in training sessions, because of the complexity of issues involved. However, if you are unable to get guidance from a trainer and wish to view the scenes on your own, some guidance is provided here.

‘Reasons or excuses?’ shows Alun Williams, the headteacher of Florence Barstow School, explaining to the governing body why their PANDA shows a decline in pupil attainment. He is challenged by Ashok Patel (who previously experienced a disorganised finance committee meeting – see the video for Activity 5A), who suggests these reasons are just excuses.

‘The wood and the trees’ shows two of Abbotts Green’s governors, Cheryl MacDonald and Trevor Johnson, baffled by the technical detail of the performance data they’ve received from Hilary Simpson, the headteacher.

The suggested questions for discussion are:

1. Why do governors need easily understandable information about pupils’ attainment?
2. What could Alun do to avoid a similar confrontation in the future?
3. What could Ashok have done differently, to be a more effective critical friend?
4. How can governors make sure the information given to them is easily understandable?

### **Feedback**

1. The main purpose of governing bodies is to help schools provide the best possible education for their pupils. They need to understand how the attainment of children compares to the national average and to similar schools. Year-on-year trends should be analysed along with any variations in performance between different groups of pupils.
2. Alun should give written reports and circulate them in advance. He should also involve governors in setting the targets and then keep them informed of progress. It’s too late to be shocked/concerned when the PANDA appears.
3. Whilst Ashok was right to be asking the challenging questions, the way in which he did it was wrong. Emotive language and sarcasm could make everyone anxious/defensive/hostile. This whole governing body needs to achieve a better balance of challenging as well as supporting the head, in other words to become a more effective critical friend. The LA could provide training and support.
4. Teach-ins for the governing body, attendance at INSET, encouraging the head to present data graphically rather than in tables of numbers could also help to demystify the issue.

## Accountability of governors

The most important ways in which a governing body describes or accounts for its actions are:

- working with its School Improvement Partner (SIP) and the local authority
- publishing the school profile and school prospectus
- responding to complaints
- responding to inspection.

The phasing in of School Improvement Partners (SIPs) from autumn 2005 means that the relationship between schools and LAs will change. The aim is that all schools will have a 'single, on-going conversation' with the school improvement partner about the performance of the school. The SIP will also advise the governors in the headteacher's appraisal, replacing the external adviser.

### Handout 2

The role of the LA is summarised in handout 2. An authority is expected to intervene 'in inverse proportion to success'; that is to say, to intervene *more* in schools which are doing *less well*. From the governors' side, a school is expected to work in partnership with its authority to raise standards.

### Handout 3

This handout describes the purpose of the school profile and the prospectus and the governing body's role in producing them.

There is no longer any requirement to hold an annual meeting for parents but schools are still expected to inform and consult with parents. As noted earlier, section 2 of the SEF asks specific questions on how the school gathers the views of learners, parents, carers and other stakeholders.

### Complaints

Governing bodies of all schools are required to adopt a general complaints policy and the procedures should be communicated to all those who need to know. It is important that complaints are dealt with promptly and that the outcomes are communicated to all involved.

In general, complaints should be dealt with by the class teacher and, if necessary, the head. Governors should only become involved if the head is unable to resolve the issue, or is the subject of the complaint

### Handout 4

The home school agreement promotes partnership between home and school, setting out the responsibilities of pupil, parents/carers and school.

### Handout 5

This handout outlines key points about the new Ofsted inspection framework. The governing body is expected to validate the Self-Evaluation Form (SEF). There is also an expectation that the governing body would be represented at the feedback session.

Regarding the Freedom of Information Act, the SEF is a disclosable document and the governing body has to decide whether to disclose in any particular case.

## **Module 3 Handout 2**

### **Local Authorities**

The highest priority for the Local Authority is to promote high standards of education.

Key to this is its support for self-improvement in all schools. It will need to monitor data about all schools, and facilitate the sharing of good practice among local schools and more widely.

There are a number of other essential functions that cannot and should not be discharged by individual schools, for example planning school places.

The Authority's energies and resources should otherwise be focused on schools which need further challenge or support to secure improvement – that is, those in the categories of under-achieving, low performance schools, at risk of being given notice to improve by Ofsted or of being designated as requiring special measures.

'Revised Code of Practice on Local Education Authority-School Relations'  
'The Role of the Local Education Authority in School Education', DfEE (edited)



## **Module 3. Handout 3**

### **The School Profile and the Prospectus**

The Profile forms part of the New Relationship with schools, which places an emphasis on reducing unnecessary bureaucracy, and is predicated on trusting the judgment of schools and governing bodies to make the best decisions for their school. The package of measures around the Profile – abolishing the Governors' Annual Report, reducing the prescription around the content of the Prospectus, abolishing the Annual Parents' Meeting – are intended to free up the way schools and governing bodies communicate with their parents, so that they have more time and flexibility to focus on what works in their particular circumstances, and can respond to parental demand in their school.

The Profile will be launched for the academic year 2005-06, and the DfES will build in to the electronic system both a feedback mechanism and the scope for flexibility, so that where particular problems or issues arise, they can modify the Profile accordingly. They intend to keep the content, format and functionality of the Profile under review at least annually, so they can make sure that it is as relevant and useful as possible.

Governing Bodies will be obliged to complete a School Profile from the academic year 2005/06 onwards. Examination results from 2004/05 will be included in the 2005/06 School Profile and the unvalidated data will be available electronically to schools from October/November 2005. Guidance on the Profile will be available from October.

Schools are not required to include their targets in the profile.

Governing bodies of nursery schools are still required to produce an annual report.

The DfES is also changing the regulations for the school prospectus, so that there is much more flexibility over what is included, and schools will be more free to respond to requests from parents for particular pieces of information.

The only obligatory content of the school prospectus will be the information about SEN and disability. Since schools are required to produce this information by the Education (Special Educational Needs) (Information) (England) Regulations, it makes sense to include it in the prospectus where it will be easily available to parents.

## **Module 3. Handout 4**

### **Home School Agreement**

Since September 1999 governing bodies have been required to produce a home-school agreement.

The aim of home-school agreements is to promote partnership between schools and parents: with better home/school communication, parents and teachers will be able to work together on issues of concern, parents will support and help their children more effectively and issues of concern will be identified.

Home-school agreements should be drawn up by the school in consultation with parents and can set out things like the school's aims, objectives and values, the school's and parents' respective responsibilities (for example pupil attendance, behaviour and homework) and what the school expects of its pupils.

Parents are invited to sign the agreement and therefore show support for the school. They are not legally binding. Home-school agreements are based on the school and parents having a mutual understanding of each other's obligation. Parents are not legally obliged to sign the agreement and neither they nor their child should be discriminated against if they decline to do so.

Parents of prospective pupils cannot be asked to sign the agreement before a child has started school; nor should a decision on admission be based on the likelihood or otherwise of a parent signing.

## Module 3 Handout 5

### Inspection

The Framework for inspecting school reflects the requirement in the Children Act 2004 for Ofsted to develop (in partnership with others) a framework for the integrated inspection of children's services with which the school inspection framework must be consistent, so that judgments made in individual inspections can feed into joint area reviews.

#### The main features of the inspections are:

- short, focused inspections that take no more than two days in a school and concentrate on close interaction with senior managers in the school, taking self-evaluation evidence as the starting point
- short notice of inspections to avoid schools carrying out unnecessary pre-inspection preparation often associated with an inspection. Short notice should help inspectors to see schools as they really are
- teams with few inspectors with many inspections led by one of Her Majesty's Inspectors (HMIs). Furthermore, Her Majesty's Chief Inspector (HMCI) will publish and be responsible for all reports
- three years as the usual period between inspections, though occurring more frequently for schools causing concern
- **strong emphasis on school improvement through the use of the school's own self-evaluation, including regular input from pupils, parents and other stakeholders, as the starting point for inspection and for the school's internal planning and development. To facilitate this, schools are strongly encouraged to update their self-evaluation form on an annual basis**
- a common set of characteristics to inspection in schools and other post-16 provision of education from early childhood to the age of 19
- there will be two categories of schools causing concern, those deemed to require special measures and those requiring a notice to improve.

Inspectors are required to arrive at an overall judgment on the effectiveness and efficiency of the school. This judgment should be informed by the judgments inspectors have already made about standards and achievement, the quality of the school's provision and inspectors' evaluation of the quality of leadership and management, in particular the capacity of the school to make improvements and to assess accurately the quality of its own provision. In addition, inspectors are required to make separate judgments, as appropriate, on the standards and quality of the foundation stage and the effectiveness and efficiency of post-16 provision in schools. These additional judgments are set out in the section under 'Overall effectiveness'.

#### The purpose of school inspections

1. Inspection provides an independent, external evaluation of the quality and standards of the school.
2. The published inspection report tells parents, the school and the wider community about the quality of education at the school and whether pupils achieve as much as they can. The inspection team's findings provide a measure of accountability and must help the school to manage improvement.
3. Periodic external inspection must be complemented by more continuous internal evaluation. These inspection frameworks, and the approach adopted for inspection, are aimed at promoting a culture of rigorous self-evaluation and improvement.

### What is inspected?

4. Under Section 5 of the Education Act 2005, inspectors must report on:
  - the quality of the education provided in the school
  - how far the education meets the needs of the range of pupils at the school
  - the educational standards achieved in the school
  - the quality of the leadership and management of the school, including whether the financial resources made available to the school are managed efficiently
  - the spiritual, moral, social and cultural development of the pupils at the school
  - the contribution made by the school to the well-being of those pupils.
5. Some schools are designated as having a religious character. The content of collective worship is not included in the inspections of such schools, but it is inspected separately along with the teaching of denominational education where this is delivered. Often, these inspections coincide at the request of the governing body.

### Internal School Evaluation

Ofsted recognises the importance of school self-evaluation as a continuous process that is complemented from time to time by external inspection. Self-evaluation makes an important contribution to inspections. It provides the school and the inspectors with a means of ensuring that inspection covers matters of potential significance to the school.

What part does school self-evaluation play in inspection?

6. Schools have a range of internal processes for monitoring their own performance and evaluating the effectiveness of their work in raising achievement. Such monitoring and evaluation should contribute, directly or indirectly, to periodic updating of the school improvement plan, which maps the priorities for action and sets out programmes for implementing them.
7. Inspection takes account of, or contributes to, these processes in several ways.
  - A summary of the findings of self-evaluation undertaken by the school is recorded in the self-evaluation form (SEF) which is used by the lead inspector to focus inspection effort where it matters most. The school's summary of its self-evaluation is used as the basis for discussion between the lead inspector and the senior team and, where possible, governors of the school. ***The governing body is responsible for validating the SEF prior to the inspection process.***
  - The quality and use made of school self-evaluation are a good indication of the calibre of management. Evidence of how effectively schools undertake self-evaluation and the use they make of it helps inspectors to evaluate the quality of management in the school and the capacity of the school to improve.
8. In order to promote the use of self-evaluation, the SEF, which is completed by the school and updated at least annually, is designed to match the common inspection schedule for schools and other post-16 provision used by inspectors.

How do inspectors seek the views of parents, pupils and other partners about the school's work?

9. Schools are required by the Education Act 2005 to notify parents of the inspection, and to include details of how they may inform the inspectors of their views. For this purpose, governors will be provided with a standard letter which is available in a range of community languages. The letter includes a brief questionnaire for parents to record their views about the school.
10. Responses to the questionnaire should be returned, in confidence, to the lead inspector for analysis. Completed questionnaires will be analysed by inspectors at the start of the inspection.
11. Any survey of **pupils' views** carried out by the school should not take the place of discussion with pupils during the inspection. Inspectors should take opportunities to talk

with groups of pupils, for example year group representatives, the school council or other pupils' forum.

12. Where parents ask to see inspectors during the inspection, inspectors should do what they can to accommodate the request as far as it is practicable.
13. Inspectors are required to have regard to any views expressed to them by parents, governors, the headteacher, staff and pupils. The school should be encouraged to seek the views of any **significant partners** in the school's work. The school should contact any such partners and ask that they make themselves available to meet an inspector, or any comments be sent to the lead inspector.
14. Lead inspectors should take account of any external views of the school proffered by the school, for example, the LA's latest monitoring report (or any equivalent) on the performance of the school against its targets.

Common grading scale for all inspection judgments

15. A common grading scale will be used in making judgements for institutional inspection and for judgements relating to the five outcomes assessed for joint area reviews:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

What feedback do inspectors give during the inspection?

16. Inspectors must offer oral feedback to teachers and other staff about the work they see. Judgements must be clear.
17. Constructive dialogue between inspectors and staff, particularly between the lead inspector and the headteacher, is essential.

Source. Every Child Matters. Framework for the Inspection of Schools in England from September 2005. Ofsted. (edited to highlight the involvement of governors)

**Activity 7** is about the accountability of governing bodies. Have a look at the two options and decide which you will work through in detail.

**Activity 7A is about part C of the Self-Evaluation Form.** It addresses the school's statutory responsibilities. The framework below lists all the questions in that section of the SEF and notes the sort of evidence that the governing body might consider. Have a look at it then answer the following questions.

How is your governing body dealing with the SEF?

Have any of the questions been discussed in the full governing body or in a committee? Was any of the possible evidence listed, considered by the governing body? Did governors 'interrogate' the information/data they were given?

Are there points that you would like to know more about? How will you find out more?

## Activity 7A Evidence base for part C of the SEF

(N.B. Reports from the headteacher and by governors following visits will generate evidence in many areas).

	Focus	Prompts/Evidence you could produce	Audience - governing body or committee
<b>The Curriculum</b>			
1	Every learner receives the full statutory curriculum that the school must provide	<ul style="list-style-type: none"> <li>Curriculum map</li> <li>Homework policy</li> <li>Curriculum policy inc time allocated to subjects</li> <li>Data re learners disapplied and provision made</li> </ul>	
2	The school provides teaching of religious education for all learners in accordance with the agreed syllabus or otherwise and has told parents of the right to withdraw their children	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Information for parents (prospectus)</li> <li>Arrangements for children withdrawn</li> </ul>	
3	Where the provider is a school, it provides a daily act of collective worship for all learners (in special schools as far as is practicable) and has told parents pf the right to withdraw their children	<ul style="list-style-type: none"> <li>Timetable</li> <li>Assembly themes</li> </ul>	
4	( <i>Schools with learners of primary age</i> ) The governing body has decided whether or not to provide sex and relationships education, and, if doing so, has agreed the content and organisation of the programme and has told parents about it and the right to withdraw their children	<ul style="list-style-type: none"> <li>Policy</li> <li>GB minutes of meeting when agreed</li> <li>Syllabus</li> <li>Prospectus (info re right to withdraw)</li> <li>Provision made for children withdrawn</li> </ul>	
5	( <i>Schools with pupils of secondary age</i> ) The governing body has agreed the content and organisation of its programme of sex and relationships education and has told parents about it and the right to withdraw their children		
<b>Equality</b>			
6	The governing body ensures that the provider does not discriminate against learners, job applicants or staff on the grounds of sex, race, disability or marital status	<ul style="list-style-type: none"> <li>Advertising literature</li> <li>Job descriptions and person specs</li> <li>Exit interviews</li> <li>Feedback from unsuccessful applicants</li> </ul>	

	<b>Focus</b>	<b>Prompts/Evidence you could produce</b>	<b>Audience - governing body or committee</b>
7	The governing body has agreed a written policy on race equality, has arrangements to monitor its implementation and assess its impact on staff, learners and parents, and communicates the results of its monitoring and assessments of impact to parents and the governing body	<ul style="list-style-type: none"> <li>• Race equality policy and minutes of meeting when agreed</li> <li>• Race equality checklist used as focus for annual report to GB</li> <li>• Termly reports on racist incidents.</li> <li>• Annual report to LA</li> </ul>	
8	The provider meets the requirements of the general duty and the specific duties in the Race Relations (Amendment) Act 2000 and the Commission for Racial Equality (CRE) code of practice		
<b>Special Educational Needs</b>			
9	The school has regard to the Special Educational Needs Code of Practice when meeting learners' learning difficulties and/or disabilities and makes its policy known to parents	<ul style="list-style-type: none"> <li>• SEN policy</li> <li>• Annual report by SENCO and SEN governor</li> <li>• Prospectus sets out school's approach</li> <li>• Feedback from parents</li> </ul>	
10	The school meets the requirements of the Special Educational Needs and Disability Act 2001. It has told parents about its policy and arrangements and reports annually on the success of its SEN policy and the progress made in improving accessibility		
<b>Learners' care and well-being</b>			
11	The governing body has procedures for ensuring the provider meets all relevant health and safety legislation	<ul style="list-style-type: none"> <li>• Health and safety policy and minutes of GB meeting when established.</li> <li>• Record of H and S audits and subsequent action</li> </ul>	
12	The provider's procedures for child protection follow the requirements of the local Area Child Protection Committee and the governing body ensures that these are followed	<ul style="list-style-type: none"> <li>• Child protection policy</li> <li>• Feedback from other agencies</li> </ul>	
<b>Informing parents/guardians</b>			
13	The governing body ensures that all statutory assessments are conducted and results are forwarded to parents/guardians and appropriate bodies	<ul style="list-style-type: none"> <li>• Feedback from parents and learners</li> <li>• Organisation of documentation</li> </ul>	
14	The governing body (of maintained schools only) ensures that each year a report on each learner's educational achievements is forwarded to their parents/guardians	<ul style="list-style-type: none"> <li>• Feedback from parents</li> <li>• Anonymised examples</li> <li>• Home school agreement</li> </ul>	



	<b>Focus</b>	<b>Prompts/Evidence you could produce</b>	<b>Audience - governing body or committee</b>
15	The school keeps parents and prospective parents informed by publishing a school prospectus and by publishing a school profile in accordance with Regulations (subject to the Education Bill 2005)	<ul style="list-style-type: none"> <li>• Prospectus</li> <li>• School profile</li> </ul>	
<b>Leadership and management</b>			
16	The responsibilities of the governing body, its committees, the headteacher and staff in respect of finances are clearly defined and limits of delegated authority are delineated	<ul style="list-style-type: none"> <li>• Scheme of delegation</li> <li>• Terms of reference for Committees</li> <li>• Staff handbook</li> </ul>	
17	The governing body has a performance management policy and ensures that all teachers, including the headteacher, are appraised in accordance with statutory requirements	<ul style="list-style-type: none"> <li>• Performance mgt policy</li> <li>• Feedback from staff</li> <li>• Annual report by headteacher to GB</li> </ul>	
18	The governing body has all relevant complaints and appeals procedures, as set out in the DfES Guide to the Law for School Governors	<ul style="list-style-type: none"> <li>• Complaints policy and minutes of meeting when established by GB</li> <li>• Record of complaints, action taken and outcomes</li> </ul>	
19	The governing body operates recruitment and selection procedures that meet the recommendations of the Secretary of State's guidance	<ul style="list-style-type: none"> <li>• Recruitment and selection policy inc process for CRB checking</li> <li>• Pay policy</li> <li>• Recruitment and selection documentation</li> <li>• Feedback from applicants</li> <li>• Record of training undertaken by governors and staff</li> </ul>	

## Activity 7A. Feedback

- The new Inspection Framework comes into effect in September 2005. It maintains the emphasis on whole school self-evaluation. The tools that schools use to underpin their self-evaluation process may be varied but, when Ofsted inspects, it expects to see the summary of their findings set out in the SEF.
- Since the notice time before inspections may be as little as 2/3 days, or even none at all, it is important that the SEF is kept up to date.
- Some governing bodies allocate the questions on the SEF to different committees or individuals to undertake the research.
- Although it is the governing body's responsibility to ensure that statutory responsibilities are being met, the headteacher is in effect 'the gatekeeper' of the information. S/he needs to provide advice about the most appropriate evidence to make available to the governing body to support its overall evaluation process.
- "Once completed, a SEF should reflect properly governors' involvement in a school's self-evaluation and show that it has been completed with the agreement of the governing body or appropriate authority": *A New Relationship with Schools: Improving Performance through School Self-Evaluation*.
- The emphasis is on making judgments on the basis of sound evidence with quality not quantity being paramount. This is either gathered by seeing for themselves or through reports given by key staff containing hard evidence. Governors cannot/should not be expected to make judgments on hearsay.
- The completed SEF will identify key areas for development which have to be addressed in the school improvement plan.
- Some head teachers are using the headings in the SEF to structure their school improvement plans.

## **Activity 7B is a mock survey of parents and carers.**

Imagine that you are on the governing body of Good Times School, receiving the following report of the OfSTED survey of your school's parents and carers.

1. Would you be pleased or concerned about the return rate?
  
  
  
  
  
  
  
  
  
  
2. How would you decide which aspects had received a satisfactory response?
  
  
  
  
  
  
  
  
  
  
3. How would you recognise and celebrate the most favourable aspects?
  
  
  
  
  
  
  
  
  
  
4. With regard to the unfavourable responses what possible solutions would you want to explore?

## Module 3. Activity 7B

### Results of the Ofsted survey of parents and carers at Good Times School

Questionnaire return rate: 23% Number of questionnaires sent out 390

Number of questionnaires returned 90

Percentage of responses in each category

		Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
A	My child likes school.	51	40	4	5	0
B	My child is making good progress in school.	37	11	19	20	13
C	Behaviour in the school is good.	25	56	18	1	0
D	My child gets the right amount of work to do at home.	29	54	8	9	0
E	The teaching is good.	42	38	9	11	1
F	I am kept well informed about how my child is getting on.	24	25	16	33	2
G	I would feel comfortable about approaching the school with a problem.	30	27	12	27	4
H	The school expects my child to work hard and achieve his or her best.	35	11	28	25	1
I	The school works closely with parents.	24	20	15	35	6
J	The school is well led and managed.	26	25	19	17	13
K	The school is helping my child become mature and responsible.	41	41	11	6	1
L	The school provides an interesting range of activities outside lessons.	22	30	24	12	12

## **Activity 7B Feedback. Mock Ofsted survey of parents and carers**

### **Question 1**

23% is not an unreasonable response rate and the results would merit serious consideration. From an Ofsted perspective, a concern must be regarded as significant if 20% of responses indicate disagree / strongly disagree.

### **Questions 2 and 3**

There were very positive responses to points A,C, D,E,K. It would be important to give staff positive feedback on these aspects of the survey. Governors could also highlight those responses when feeding back to parents, revising the prospectus etc.

### **Question 4**

Points B, F, G, H and I received less positive responses. Many parents appear to lack sufficient information about how their children are doing. A significant number would not feel comfortable about approaching the school with their concerns.

Once a conclusion has been reached that the data in the table are significant and represent a valid concern, the Head and the governing body would need to consider the full spectrum of possible strategies. One of these could be to explore these issues with parents through an open meeting, seeking structured feedback on the ways in which the school communicates with parents. They could invite suggestions through a suggestion box. The parent governors could engage in informal discussion with parents.

An analysis of pupil progress data would provide information about standards. The head and staff might feel it would be appropriate to review the way in which such information is presented to parents. The complaints policy could be reviewed and parents informed so they know what to do if they have concerns. To facilitate ongoing communication, a parents' forum could be set up with representatives from each class / year group. With regard to this survey, interested parties could be invited to a consultation meeting. The image presented by the school – signs, directions, layout of entrance hall – could all be evaluated.

There's a wide range of scores on point J. It would be sensible to consider the various meanings this might have for parents. Is the school communicating its values, vision and aims clearly?

When parents do approach the school, is it calm, welcoming, clean and tidy? Is there an ethos of mutual respect? Is an effective working relationship between staff and governors evident? Does the school appear to be financially secure?

The findings would need to be considered by both staff and governors.

## **Guidance on the video scenes 'A matter of confidence'.**

The three scenes that comprise this scenario were written when governing bodies were required to write an annual report and offer parents the opportunity to attend an annual meeting. They form part of the same story, so they can be viewed all together. Alternatively, they can be viewed in two parts, with a break after the first two.

In the trainers' toolkit we have suggested that they could be used to support discussion on how governing bodies can ensure that parents have a voice. With that in mind we have suggested alternative questions to ask after each scenario. You would need to stop the tape before the questions are displayed and use the questions set out below.

### **Scenes 1 and 2**

Cheryl MacDonald, a governor at Abbotts Green School, is trying to persuade her friend Maria to come to the parents' meeting. Maria has had very negative experiences of such meetings in the past and feels that they are a waste of time. Cheryl raises the issue with the Chair of Governors Stephen Fisher, feeling strongly that parents should be consulted and be kept well informed. Stephen's response is flippant, he doesn't believe that there is an issue. However he finally agrees to talk to the head.

#### **Activity 1**

1. Why is it important for the governing body to ensure that parents take up opportunities to comment on the school's plans, priorities and progress?
2. What can governors do that might make parents like Maria want to attend?

#### **Feedback**

1. Many schools found it difficult to attract parents to the annual meeting. They believed that if parents didn't attend it was because they were happy with the way things were. Clearly it could also have been that they felt powerless to influence decisions. Parents play a crucial role in helping children achieve. Schools need to do all they can to foster a spirit of partnership.
2. Consultation meetings, if well managed, can enable maximum participation of parents. A comfortable environment, refreshments, small group discussions facilitated by governors, can encourage parents to contribute. Combining such meetings with a PTA function or an event that involves pupils can be helpful. Inviting parents to comment on ideas for the future development of the school before they are agreed would increase ownership and commitment. Including a discussion on issues of interest to all parents such as school uniform or sex education can generate a positive response.

### **Scene 3**

Reporting back to Maria, Cheryl finally succeeds in interesting her in the parents' meeting. But then Maria shares her concerns about one of her sons who, she believes, is being bullied by a teacher.

#### **Activity**

1. What could Cheryl do, within her role as a governor, to help Maria deal with her concerns about her son?

**Feedback**

1. Cheryl could offer to accompany Maria to school to discuss her concerns with Mr Salmon or the head. She could check with Maria in a week or so to see whether Maria received a satisfactory response.

She could also check whether Maria is aware of the complaints policy. That would give an indication of whether parents in general knew how to raise concerns.

## Review of the module

In this module, you've looked at:

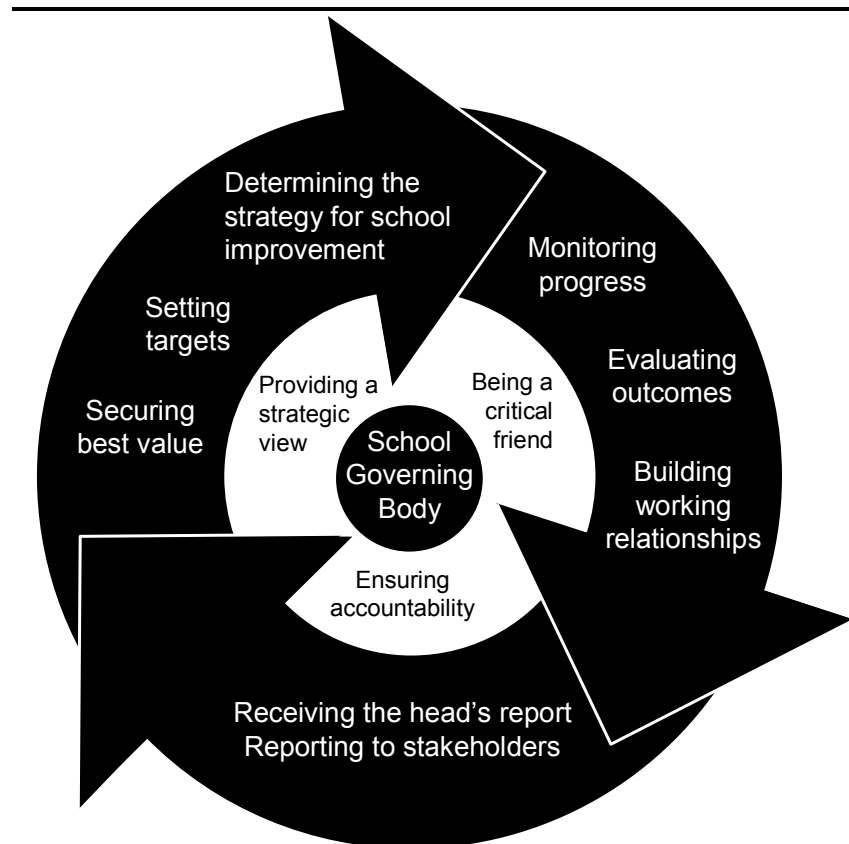
- the nature of accountability, as it affects a governing body
- a headteacher's responsibility for reporting to governors
- a governing body's responsibility to account for its actions, through the prospectus, profile, and Self-evaluation process
- a governing body's responsibility to see that complaints are handled properly, to work with the school improvement partner and local authorities, and to prepare for and follow-up inspection.

You have practised some of the following:

- evaluating a head's report
- analysing a relationship between governing body and headteacher
- responding to parents' concerns.

## Conclusion to the course

The diagram below summarises the whole course. Around the governing body are its three key roles: providing a strategic view, being a critical friend, and ensuring accountability. On the outside are the key responsibilities that follow from each of those three roles. The whole forms a cyclic process of planning, taking action, monitoring and evaluation, with the aim of school improvement.





This course has provided you with an overview of a governor's key roles and responsibilities. You are not now expected to know all the answers or to be able to cope with every aspect of being a governor; and you will still need to take time to understand how your governing body works. However, you should now feel more confident and better prepared for your role.

### **Next steps**

Your headteacher and chair should be well-informed about strategies for supporting your induction, as they will have access to the guidance for heads and chairs (DfES 0736/2001).

### **Handout 6**

Handout 6 lists further sources of information and support. (There is space for you to insert the contact details of your local LA governor training programme and support service, and diocesan training and support service, as appropriate.)

### **Handout 7**

Handout 7 is an order form for DfES publications.

### **Handout 8**

Handout 8 is an Action plan. This course should have prompted thoughts about things you want to do as a governor. This handout is an opportunity to translate these ideas into specific actions, which you can share with your colleagues on your governing body.

### **Handout 9**

It is important that we receive feedback from you on this Workbook. Please take a few minutes to complete the Feedback sheet at the end of this booklet, and send it to the Governor training section at your LA.

This is the end of this course; now it's over to you!

## Module 3. Handout 6

### Further sources of information and support

	Telephone/website
Advisory Centre for Education	0808 800 5793 (General Helpline)
Audit Commission	0207 828 1212 <a href="http://www.audit-commission.gov.uk">www.audit-commission.gov.uk</a>
DfES switchboard and website	0870 001 2345 <a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a>
DfES governors' website	<a href="http://www.governornet.co.uk">www.governornet.co.uk</a>
DfES Publications	0845 602 2260 0845 603 3360 (fax) <a href="mailto:dfes@prolog.uk.com">dfes@prolog.uk.com</a>
DfES Standards Unit	<a href="http://www.standards.dfes.gov.uk">www.standards.dfes.gov.uk</a>
Diocesan training programmes and support services	To be inserted locally
Information for School and College Governors (ISCG)	0207 229 0200 <a href="http://www.governors.fsnet.co.uk">www.governors.fsnet.co.uk</a>
LA governor training programme and support services	To be inserted locally
National Association of School Governors (NASG)	0121 643 5787 <a href="http://www.nagm.org.uk">www.nagm.org.uk</a>
National Governors' Council (NGC)	0121 616 5104 <a href="http://www.ngc.org.uk">www.ngc.org.uk</a>
Ofsted Publications	07002 637833 <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>
Qualifications and Curriculum Authority Publications	01787 884444 <a href="http://www.qca.org.uk">www.qca.org.uk</a>
Teachernet (individual governors can register, for email notification of the monthly DfES circulation to headteachers and chairs)	<a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>
The Stationery Office (formerly HMSO publications)	0870 600 5522 <a href="http://www.tso.co.uk/bookshop">www.tso.co.uk/bookshop</a>
Times Educational Supplement published on Fridays	<a href="http://www.tes.co.uk">www.tes.co.uk</a>
GovernorLine National Governors' Helpline Mon-Fri 9am-10pm; Sat & Sun (excluding bank holiday) 11am-4pm	08000 722181 <a href="http://www.governorline.info">www.governorline.info</a>

## Module 3. Handout 7

### DfES Publications Order Form

The main DfES home page is <http://www.dfes.gov.uk>

From there, you can click on 'School Governors' to go to the school governors' website, or on 'Publications' to find a full list of DfES publications.

To order any DfES publication, complete the order form below and

- -return to DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottinghamshire, NG15 0DJ (cheques, if needed, payable to 'DfES Priced Publications'); or
- telephone 0845 60 222 60; or
- fax the order sheet to 0845 60 333 60; or
- e-mail [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)  
quoting the relevant publication numbers.

No req'd	Publication title	Order Code

Name

Address

Postcode

## **Module 3. Handout 8**

### **Action plan**

Please complete this and discuss it with your headteacher / chair / mentor

As a result of this course I am going to:

Action point 1

And to do this I need to:

Action point 2

And to do this I need to:

Action point 3

And to do this I need to:

Source: Essex Governor Development Team

## Handout 9

### DfES National Training Programme for New Governors Evaluation form for Workbook

		Fully	Largely	Partly	Not at all
Strategic role	To what extent did the materials in Module 1 enable you to achieve the objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical friend	To what extent did the materials in Module 2 enable you to achieve the objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability	To what extent did the materials in Module 3 enable you to achieve the objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the effectiveness of the activities in helping you to understand the roles and responsibilities of governors. (Only mark the activities you worked through.)	Good	Very Good	Satisfactory	Poor
Activity 1: -Check your knowledge of powers and duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 2A: SWOT case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 2B: Video -'The big picture'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 3A: Interpreting a PANDA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 3B: Looking for evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 4A: Reporting on a visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 4B: Video -'A walk on the wild side'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 5A: Video -'Time and the word'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 5B: Rules and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 6A: Evaluating a headteacher's report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 6B: A case study of breakdown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 7A: The Self-Evaluation Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 7B: Ofsted survey of parents and carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Evaluation form for Workbook

### *Continued*

Which part of the workbook was most valuable?

How could we improve the Workbook?

Do you feel that you have made any progress in terms of:	Yes	No
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>
Skills	<input type="checkbox"/>	<input type="checkbox"/>
Understanding	<input type="checkbox"/>	<input type="checkbox"/>
Confidence	<input type="checkbox"/>	<input type="checkbox"/>

Please return this evaluation form to the Governor Training Officer for your Local Authority.

Please give your name and telephone number if you are happy to receive a 'phone call as part of our monitoring procedures.

Name

Tel. no

**DfES National Training Programme  
for New Governors  
Registration form for independent study option**

To: the LA Governor Training Section. I have begun studying the materials in the Workbook and would like to be kept informed of any support that is available.
Name
Address
Daytime telephone number
Email
I am a governor at:
Name of school
Address of school
Please could someone contact me, with answers to the following specific questions: